DOCUMENT RESUME

ED 405 065 JC 970 228

AUTHOR	Daoud, Annette
TITLE	Planning Atlas: Annual Report of Institutional Effectiveness, Fall 1996. Report 971-01.
INSTITUTION	City Coll. of San Francisco, CA. Office of Institutional Development, Research, and Planning.
PUB DATE	Feb 97
NOTE	77p.; For the fall 1995 Planning Atlas, see ED 392 483.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Access to Education; Accountability; Articulation (Education); *College Planning; Community Colleges; Educational Administration; *Educational Finance; *Enrollment; *Institutional Characteristics; Organizational Objectives; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS	City College of San Francisco CA

ABSTRACT

Designed to aid in the development of goals and objectives for California's City College of San Francisco (CCSF), this atlas provides data on student outcomes, institutional finances, and other accountability information for 1993-94 through 1995-96, with longitudinal data included where available. Following a brief introduction and the CCSF mission statement, discussions and data tables are provided for the following seven areas: (1) student access, presenting data on enrollment by gender and ethnic groups, transition from high school, sources of new students, financial aid, enrollments in categorical programs, matriculation services, and basic skills and English as a Second Language enrollment; (2) student success, focusing on persistence, completion, completion by field of study, transfer, and income data for completers and dropouts; (3) student satisfaction, based on surveys of nearly 4,000 students and highlighting findings related to instruction, support services, and facilities; (4) staff composition, focusing on staff diversity and the ratio of full- to part-time faculty; (5) fiscal condition, presenting data on funding and fiscal stability; and (6) local indicators, developed to strengthen the connection of systemwide goals to CCSF programs and activities. Appendixes include data on enrollment by zip code and service area, enrollment by zip code for each CCSF campus, and the location of CCSF campuses in San Francisco. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 065

PLANNING ATLAS

ANNUAL REPORT OF INSTITUTIONAL EFFECTIVENESS

FALL 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. M. Daoud

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

JC 970 228

CITY COLLEGE OF SAN FRANCISCO

BEST COPY AVAILABLE

GOVERNING BOARD

NATALIE BERG • ROBERT E. BURTON • JAMES HASKELL MAYO, II. • RODEL E. RODIS
ANDREA D. SHORTER • ROBERT P. VARNI • LAWRENCE WONG
DEL M. ANDERSON, CHANCELLOR

BEST COPY AVAILABLE

PLANNING ATLAS

Annual Report of Institutional Effectiveness
Fall 1996

City College of San Francisco

REPORT PREPARED BY:
Annette Daoud

CONTRIBUTORS:
Members of the Research Committee
Vivian Calderon
James De Noon
Robert Gabriner
Jean McTyre
Pamela Mery
Dan St.John
Nadia Scholnick

OFFICE OF RESEARCH, PLANNING, GRANTS AND TITLE III
REPORT 971-01, FEBRUARY 1997

CITY COLLEGE OF SAN FRANCISCO
50 PHELAN AVENUE, E203
SAN FRANCISCO, CA 94112
(415) 239-3227 FAX (415) 239-3010

TABLE OF CONTENTS

INTRODUCTION i

CHAPTER ONE: **STUDENT ACCESS** 1

Definition of Student Access

Measures:

General Participation

Transition From High School / Sources of New Students

Financial Aid

Categorical Programs

Matriculation

Basic Skills / ESL Enrollment

CHAPTER TWO: **STUDENT SUCCESS** 22

Definition of Student Success

Measures:

Persistence

Completion

Completion By Field Of Study

Transfer

Income Data For Completers and Leavers

CHAPTER THREE: **STUDENT SATISFACTION** 37

Definition of Student Satisfaction

Measures:

Access

Instruction

Instructional / Support Services

Student Services

Facilities

CHAPTER FOUR: **STAFF COMPOSITION** 47
Definition of Staff Composition /Indicators
Measures:
Staff Diversity
Number of Full-time to Part-time Faculty

CHAPTER FIVE: **FISCAL CONDITION** 54
Definition of Fiscal Condition
Measures:
Community College Funding
Fiscal Stability

CHAPTER SIX: **LOCAL INDICATORS** 62
Definition of Local Indicators
Measures:
(To be determined)

APPENDICES 63

INTRODUCTION

This is the third edition of the City College of San Francisco (CCSF) Planning Atlas. We hope this edition provides the reader with a useful portrait of the college. The information can be used by administrators, faculty and staff as a resource document for planning and resource allocation decisions, for writing grants, publishing articles about the college, or just providing facts about CCSF to interested parties.

The Planning Atlas contains information covering the three most recent academic years - 1993/94, 1994/95 and 1995/96 and additional longitudinal data whenever available. It consists of five chapters covering the state-mandated accountability areas specified in the Community College Reform Act (AB 1725). Three chapters focus on issues related to students:

- Student access to the college's programs
- Student success in the college's programs
- Student satisfaction with the college's programs

Two chapters examine institutional concerns:

- Staff composition
- Fiscal condition of the college

Each chapter provides a description of the state's accountability indicators and a list of the performance measures used to assess each indicator. We also list college plans, goals and objectives related to each statewide accountability indicator. Following the introductory material, we highlight significant trends that we found in the data which is formatted in easy-to-read tables and charts.

We make every effort to publish reliable and accurate data drawn from a variety of internal college sources including the Information Technology Services (ITS) reports and the State Chancellor's Office Management Information System (MIS). Before we publish the Atlas, drafts are reviewed by members of the Research Committee, a shared governance group established by the Master Plan Committee.

Despite our efforts to publish uniform and accurate information, the reader should be aware that there are some inconsistencies in the Atlas. Inconsistent information sometimes occurs because the data depends on the definitions used by our various information sources. For example, the State Chancellor's Office uses a different definition of enrollment in their MIS data than the college's Information Technology Services reports. The State also bases its definition on full-term enrollment while some data from ITS reports uses enrollment figures calculated at Census Week. To address this problem, the Office of Research and Planning has been working with college units to create common definitions used on all internal reports consistent with definitions

used by the State Chancellor's Office. We have not yet achieved complete congruence between the college's reports and the state's.

Beginning in the 1997/98 academic year, the Planning Atlas will include more data and information as required by the CCSF Strategic Plan. The Plan calls for regular reports on approximately fifty performance indicators, some of which we already publish, but many will be new to the college. Consequently, the next edition of the Atlas will be larger and more comprehensive than this one.

Annette Daoud of the Office of Research assembled the Planning Atlas in collaboration with the members of the Research Committee. This project began during the Fall semester and took three months to complete. We appreciate the time, energy and care that everyone, especially Ms. Daoud, put into this project.

Robert Gabriner, Director
Office of Research, Planning and Grants
March 1997

MISSION STATEMENT

City College of San Francisco is committed to providing open access to postsecondary education with the highest standards for credit and noncredit instruction. Such access is available to all who can benefit from instruction through programs that:

- Provide life-long continuing and community education;
- Respond to the needs of people from diverse ethnic, cultural, economic and educational backgrounds, sexual orientations, and including students with disabilities;
- Are offered at convenient times and locations throughout San Francisco;
- Provide student assessment, counseling and advising, and
- Build self-esteem and encourage the exploration of additional educational opportunities.

To help students meet their educational and employment needs, the College offers the following:

- Associate degrees and certificate courses, transfer education to four-year colleges and universities, and vocational education;
- Training and retraining for new employment opportunities, especially in emerging fields; and
- English as a second language, remedial development, literacy development, adult high school education, and programs designed for the re-entry student.

Adopted by the Board of Trustees, July 26, 1992.

Note: City College of San Francisco is currently updating our Mission Statement through the college's strategic planning process.

CHAPTER ONE

STUDENT ACCESS

Student access refers to offering equal opportunities to all students who can benefit from CCSF's courses and programs. The performance indicators as defined by the State Chancellor's Office for measuring Student Access include:

1. General Participation
2. Transition from High School / Sources of New Students
3. Financial Aid
4. Categorical Programs
5. Matriculation
6. Basic Skills and ESL Enrollment

Student Equity Indicators*

Improving Access:

Comparing the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served. *(General Participation)*

Improving ESL and Basic Skills Completion:

The number of students who complete a degree-applicable course after having completed their final ESL or basic skills course. *(Basic Skills / ESL Enrollment)*

* The Student Equity Indicators listed above were developed by the State Chancellor's Office of the California Community Colleges. The Board of Governors of the California Community Colleges adopted Student Equity regulations in September 1992 for all community college districts.

1. GENERAL PARTICIPATION

The number of students enrolling in the community college is a basic measure of access and has implications for the amount of resources needed to provide adequate levels of service.

- Credit enrollment increased 4.4% from Fall 1994 to Fall 1995. This marks the first increase in enrollment in the past four years. Some of the most tangible increases came in the 35-39 though 50 and older age groups. Hispanic / Latino enrollments also rose substantially (10%) from Fall 1994 to Fall 1995. (Table 1.1.)

- Noncredit enrollment rose 7.9% from Fall 1994 to Fall 1995. This is the first increase in enrollment in the past four years. Enrollments rose in all ethnic categories except African American enrollments which dropped by 2.8%. (Table 1.2.)

- Students enrolling in Noncredit courses and programs are older than our Credit student enrollment. A comparison of City College's Fall 1995 Credit and Noncredit enrollment is shown in Table / Graph 1.3.

- CCSF's annual enrollment for Summer 1995, Fall 1995 and Spring 1996 (the 1995-96 academic year) was 85,916. (Table 1.4.)

- International student enrollment increased 24% from Fall 1995 to Fall 1996. (Table 1.5.)

- CCSF has a much larger percentage of Noncredit students than the State average - 52.2% compared to 13.8% Statewide. (Table 1.6.)

1.1. CCSF Credit Enrollment, Fall 1992-Fall 1995: Age, Gender and Ethnicity Distribution

	Fall Terms				Fall 94 to Fall 95	
	1992	1993	1994	1995	Total #	% Change
Female	17,957	14,967	14,036	14,681	645	4.6%
Male	14,279	12,684	11,639	12,090	451	3.9%
No Response	0	23	34	59		
19 or under	4,189	3,759	3,348	3,346	-2	-0.1%
20 - 24	9,799	9,042	8,341	8,130	-211	-2.5%
25 - 29	6,280	5,264	4,991	5,330	339	6.8%
30 - 34	4,154	3,430	3,185	3,417	232	7.3%
35 - 39	2,800	2,338	2,147	2,441	294	13.7%
40 - 49	3,040	2,463	2,361	2,723	362	15.3%
50 and older	1,708	1,207	1,187	1,319	132	11.1%
Unknown / No Response	266	171	149	124	-25	-16.8%
American Indian / Alaskan	202	174	174	184	10	5.7%
African American	2,627	2,445	2,272	2,379	107	4.7%
Asian / Pacific Islander	10,518	9,142	8,682	8,948	266	3.1%
Filipino	2,919	2,612	2,391	2,311	-80	-3.3%
Hispanic / Latino	4,144	3,951	3,576	3,933	357	10.0%
Other Non-White	296	303	293	333	40	13.7%
White	10,041	7,905	7,249	7,648	399	5.5%
Unknown / No Response	1,489	1,142	1,072	1,094	22	2.1%
TOTAL	**32,236**	**27,674**	**25,709**	**26,830**	**1,121**	**4.4%**

Source: MIS Full-term Reporting (FTR) for Fall terms 1992-1995.

The MIS data reported above is Full-term Reporting (i.e. computed at the end of the term). Full-term Reporting (FTR) includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

Disability information is not yet being collected.

1.2. CCSF Noncredit Enrollment, Fall 1992-1995: Age, Gender and Ethnicity Distribution

	Fall Terms				Fall 94 to Fall 95	
	1992	1993	1994	1995	Total #	% Change
Female	18,996	18,054	15,938	17,163	1,225	7.7%
Male	13,044	12,324	10,633	11,300	667	6.3%
No Response	1,801	1,482	629	896		
19 or under	1,867	1,682	1,233	1,227	-6	-0.5%
20 - 24	3,904	3,596	2,689	2,729	40	1.5%
25 - 29	4,293	3,922	3,000	3,017	17	0.6%
30 - 34	4,017	3,921	3,135	3,358	223	7.1%
35 - 39	3,732	3,382	2,898	3,091	193	6.7%
40 - 49	5,007	4,795	4,198	4,807	609	14.5%
50 and older	8,238	8,706	8,848	10,090	1,242	14.0%
Unknown / No Response	2,783	1,866	1,199	1,040	-159	-13.3%
American Indian / Alaskan	89	69	79	85	6	7.6%
African American	2,271	2,189	2,084	2,025	-59	-2.8%
Asian / Pacific Islander	13,680	12,687	10,816	11,608	792	7.3%
Filipino	1,009	977	721	834	113	15.7%
Hispanic / Latino	7,142	6,897	5,349	5,884	535	10.0%
Other Non-White	31	34	25	37	12	48.0%
White	7,168	6,767	6,457	6,991	534	8.3%
Unknown / No Response	2,451	2,250	1,669	1,895	226	13.5%
TOTAL	**33,841**	**31,870**	**27,200**	**29,359**	**2,159**	**7.9%**

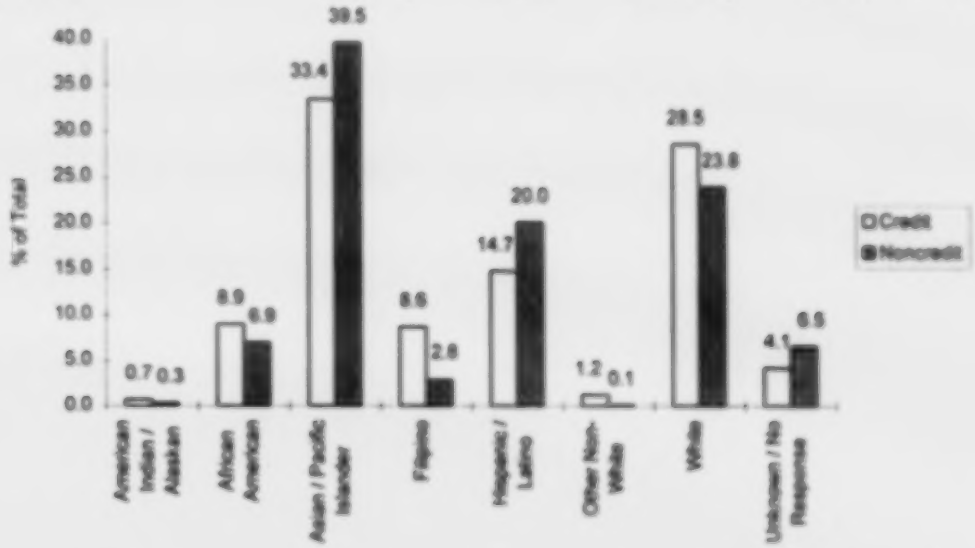
Source: MIS Full-term Reporting (FTR) for Fall terms 1992-1995.

The MIS data reported above is Full-term Reporting (i.e. computed at the end of the term). Full-term Reporting (FTR) includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

Disability information is not yet being collected.

1.3. Fall 1995 Enrollment by Gender, Age and Ethnicity: Credit Compared to Noncredit

Fall 1995	Credit Number	Credit Percentage	Noncredit Number	Noncredit Percentage
Female	14,681	54.8%	17,163	60.3%
Male	12,090	45.2%	11,300	39.7%
No Response	59		896	
19 or under	3,346	12.5%	1,227	4.2%
20 - 24	8,130	30.3%	2,729	9.3%
25 - 29	5,330	19.9%	3,017	10.3%
30 - 34	3,417	12.7%	3,358	11.4%
35 - 39	2,441	9.1%	3,091	10.5%
40 - 49	2,723	10.1%	4,807	16.4%
50 and older	1,319	4.9%	10,090	34.4%
Unknown / No Response	124	0.5%	1,040	3.5%
American Indian / Alaskan	184	0.7%	85	0.3%
African American	2,379	8.9%	2,025	6.9%
Asian / Pacific Islander	8,948	33.4%	11,608	39.5%
Filipino	2,311	8.6%	834	2.8%
Hispanic / Latino	3,933	14.7%	5,884	20.0%
Other Non-White	333	1.2%	37	0.1%
White	7,648	28.5%	6,991	23.8%
Unknown / No Response	1,094	4.1%	1,895	6.5%
TOTAL	**26,830**	**100.0%**	**29,359**	**100.0%**



Source: MIS Full-term Reporting (FTR) for Fall Term 1995. (Report Run: 7/23/96).

1.4. Annual Enrollment

The college has established an annual enrollment figure based upon the following definitions:

1. Enrollments during a calendar year consisting of
   - Summer session
   - Fall semester, and
   - Spring semester

2. Credit unduplicated enrollments for Summer, Fall and Spring based upon at least 1/2 credit or 8 positive attendance hours.

3. Noncredit unduplicated enrollments for Summer, Fall and Spring based upon 8 hours or more of attendance in a noncredit class.

4. Special program enrollments for Summer, Fall and Spring:
   - Contract Education (credit and not-for-credit)
   - Continuing Education (not-for-credit)
   - Institute for International Students (not-for-credit)

- Based upon the above definitions, the CCSF annual enrollment for Summer 1995, Fall 1995 and Spring 1996 totals **85,946** as shown in Table 1.4.

Note: The annual enrollment figure will appear in the CCSF Planning Atlas each year. During the next year, the Office of Research and Planning will refine the definition to eliminate possible duplicated enrollments coming from the Contract and Continuing Education programs. While there are only a limited number of students in this category, the Office of Research and Planning will attempt to filter those students enrolled in both not-for-credit and credit, or noncredit programs to make the annual enrollment definition as accurate as possible.

Credit and Noncredit	Term(s)	Enrollment[1]
Credit	Summer 1995	7,133
	Fall 1995	27,138
	Spring 1996	28,860
Credit, Unduplicated	*1995-96*	*40,476*
Noncredit	Summer 1995	3,734
	Fall 1995	29,081
	Spring 1996	29,808
Noncredit, Unduplicated	*1995-96*	*42,101*
Credit and Noncredit, Unduplicated	***1995-96***	***79,337***

Other Programs	Term(s)	Enrollment
Contract Education[2]	1995-96	1,259
Continuing Education[3]	1995-96	4,992
Institute for International Students[4]	1995-96	358
Total Other Programs (duplicated)		***6,609***

TOTAL ENROLLMENT: Credit, Noncredit and Other Programs	**1995-96**	**85,946**

Source: Office of Research and Planning.

1 Credit and Noncredit unduplicated figures are approximated based on an estimated 3,200 student overlap between Credit and Noncredit.

2 Includes Credit (approx. four per term) and Not-For-Credit courses, duplicated.

3 Unduplicated count.

4 Duplicated count.

1.5. International Student Enrollment*

	Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	%	Number	%	Number	%	Number	%
Female	284	57.4%	354	56.1%	379	54.6%	476	55.4%
Male	211	42.6%	277	43.9%	315	45.4%	383	44.6%
TOTAL	**495**	**100%**	**631**	**100%**	**694**	**100%**	**859**	**100%**

Source: ISIS IUT-15 Report, International Students, Fall 1993 - Fall 1996 (Census Wk 1).

* The numbers reported above only represent Credit students with F-1 Visas. Currently, information on other international students is not attainable.

1.6. Full-time* / Part-time Enrollment, Fall 1995: CCSF Compared to CCC Statewide Total

	City College of San Francisco		CCC Statewide Total	
	Number	%	Number	%
Full-Time (Credit)	8,012	14.3%	311,201	23.1%
Part-Time (Credit)	18,818	33.5%	736,778	54.7%
Noncredit	29,359	52.2%	185,272	13.8%
Unknown			112,749	8.4%
TOTAL	**56,189**	**100%**	**1,346,000**	**100%**

Source: CCC State Chancellor's Office MIS Online Statistical Library.

* Full-time is defined as 12 or more units.

Note: The full-time / part-time enrollment for CCSF **Credit** students only is: 29.9% full-time and 70.1% part-time.

2. TRANSITION FROM HIGH SCHOOL / SOURCES OF NEW STUDENTS

The percentage of high school graduates enrolling within **two** years following graduation is useful information for planners. It can be a leading indicator of the eventual total number of enrolling students.

NOTE: Fall 1996 data on First Time Students (Tables 2.1. and 2.2.), and Student Status in Credit Programs (Chart 2.3.) was not finalized at the time of publication. When it becomes available, this information will be published in an Addendum.

- Credit enrollments for first time students of all ages rose 5.1% from Fall 94 to Fall 95. (Table 2.1.)
- The number of first time Credit students from high school (age 20 and under) rose for the first time in three years during the Fall 1995 term. First time enrollments from San Francisco Unified schools went up 6.7% from Fall 1994 to Fall 1995. (Table 2.2.)
- First time enrollments from San Francisco private high schools declined from Fall 1994 to Fall 1995 by 12.9%. However, it should be noted that the cohort of students from private high schools is much smaller than the cohort from San Francisco Unified schools. (Table 2.2.)
- Chart 2.3. shows the breakout of Credit students based on their enrollment status in Fall 1995. Most Credit students (62%) are continuing students.

2.1. Credit Enrollments: Historical sources of First Time Students, All Age Groups

Fall Terms	1992	1993	1994	1995	% Change F94 to F95
San Francisco Unified High Schools	1,662	1,478	1,056	1,135	7.5%
San Francisco Private High Schools	209	162	170	152	-10.6%
TOTAL: San Francisco (Unified and Private)	**1,871**	**1,640**	**1,226**	**1,287**	**5.0%**
San Mateo County High Schools	261	191	187	201	7.5%
Other California High Schools (Public/Private)	388	315	353	333	-5.7%
Other United States	474	364	334	366	9.6%
Outside U.S.	1,163	607	496	470	-5.2%
Unknown High School	588	459	364	454	24.7%
TOTAL FIRST TIME STUDENTS*	**4,745**	**3,576**	**2,960**	**3,111**	**5.1%**

Source: ICN 44-Census Week, Fall 1992-Fall 1995.

* First time students have zero prior college units and are new to City College of San Francisco. The table above includes First Time CCSF students of **all** age groups.

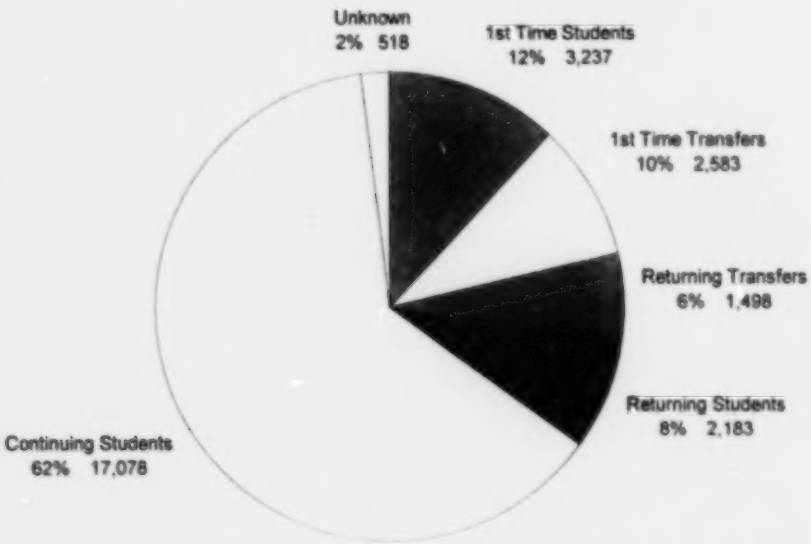
2.2. Number Of First Time Credit Students (20 and Under), Fall 1992-Fall 1995

San Francisco Unified Schools	20 and Under Fall 1992	Fall 1993	Fall 1994	Fall 1995	% Change F94 to F95
Balboa	118	88	47	54	14.9%
Phillip Burton	47	39	23	51	121.7%
Downtown Continuation	17	7	7	6	-14.3%
Galileo	120	171	109	115	5.5%
Independence	34	27	15	20	33.3%
International Studies Academy	21	24	19	12	-36.8%
Abraham Lincoln	152	172	148	131	-11.5%
Lowell	69	122	94	101	7.4%
J. Eugene McAteer	94	103	58	72	24.1%
Mission	112	83	56	58	3.6%
Newcomer	4	0	3	2	-33.3%
John O'Connell Technical	26	18	19	19	0.0%
Mark Twain	18	12	12	17	41.7%
Raoul Wallenberg	17	33	22	25	13.6%
George Washington	214	213	161	160	-0.6%
Ida B. Wells Continuation	14	5	5	11	120.0%
Woodrow Wilson	60	30	23	15	-34.8%
Other SFUSD	39	27	14	22	57.1%
TOTAL: San Francisco Unified	***1,186***	***1,174***	***835***	***891***	***6.7%***
SF Private High Schools					
Immaculate Conception Academy	13	21	10	25	150.0%
Lick-Wilmerding	1	1	2	1	-50.0%
Mercy	15	15	14	19	35.7%
Riordan	27	19	30	22	-26.7%
Sacred Heart Cathedral / Prep.	44	24	39	23	-41.0%
St. Ignatius College Prep.	11	8	12	5	-58.3%
St. Paul's	5	2	17	3	-82.4%
Other SF Private	27	19	8	17	112.5%
TOTAL: San Francisco Private	***143***	***109***	***132***	***115***	***-12.9%***
TOTAL: SAN FRANCISCO	**1,329**	**1,283**	**967**	**1,006**	**4.0%**
San Mateo County High Schools	180	135	132	155	17.4%
Other California	161	126	147	142	-3.4%
Other United States	85	61	66	76	15.2%
Outside United States	140	107	72	91	26.4%
Unknown High School	147	222	133	179	34.6%
TOTAL: 1ST TIME STUDENTS (20 and Under)	**2,042**	**1,934**	**1,517**	**1,649**	**8.7%**

Source: ICN 44, Fall 1992 - 1995 (Fall 1995 Report Run 1/03/96).

The high school listed is "last attended" and does not infer graduation.

2.3. Student Status In Credit Programs (All Age Groups), Fall 1995 *



N = 27,097

Source: ICN-46, Census Week - Fall 1995.

* Enrollment status is self-reported by students on the application for admission.

Note: The enrollment figure reported above was calculated at CensusWeek. It does not match the MIS Credit enrollment figure reported on Page 3 which was calculated at the end of the term.

Definitions:

First Time Students:	New to CCSF and have no prior college experience (includes concurrently enrolled high school students).
1st Time Transfers:	New to CCSF with prior college experience at another institution.
Returning Transfers:	Students who once attended CCSF, enrolled at another post-secondary institution and returned to CCSF.
Returning Students:	Prior CCSF students who have not enrolled for at least one semester.
Continuing Students:	Students enrolled the prior term.

2.4. Noncredit (from within the College)

The numbers of students transferring from Noncredit to Credit are currently not available.

3. FINANCIAL AID

The number of students receiving aid and the amount of aid received (in dollars) per student are important indicators of access to financial assistance. **Note:** Not all students who need aid apply for it. There is no commonly accepted definition of what constitutes need.

- The amount of Financial Aid awards for Credit students remained stable from the prior year, but decreased slightly for Noncredit students. There were increases in the amounts of loans (Perkins and Stafford) the college awarded in 1995-96. (Table 3.1.)

- The total number of Financial Aid awards for the 1995-96 academic year was 21,627 for Credit students, down 11% from the 1993-94 academic year. (Table 3.2.)

- Table 3.3. shows the number and amount of scholarships awarded for the past three years. The number of scholarships and the amount of the awards has dropped in the past year.

3.1. Amount of Financial Aid Awards per Academic Year: 1993-94 to 1995-96

Credit

Fund Name	1993-94	1994-95	1995-96
Pell Grant	$7,471,639	$5,739,872	$5,271,461
F.S.E.O.G.	758,800	854,143	801,471
F.W.S.	4,035,265	584,795	572,378
Perkins Loan	457,009	395,070	567,690
Cal Grant B	694,311	462,603	347,169
Cal Grant C	22,451	9,543	9,875
Stafford Loan	678,118	917,137	1,135,756
Staff. Loan-UNSUB	20,291	172,281	543,563
Summer CWS	129,284		
BOGG C-015	1,195,272	1,100,069	1,299,290
BOGG - 115	1,195		
BOGG A	161,079	290,965	231,660
BOGG B	1,495,223	597,755	319,219
TOTAL	**$17,119,937**	**$11,124,233**	**$11,099,532**

Noncredit

Fund Name	1993-94	1994-95	1995-96
Pell Grant	$413,743	$537,821	$466,568
F.S.E.O.G.	66,208	57,608	43,207
F.W.S.	23,196	20,770	15,725
Cal Grant B	16,920	9,166	3,878
Cal Grant C	1,872		1,325
TOTAL	**$521,939**	**$625,365**	**$530,703**

Source: CCSF Financial Aid Office.

3.2. Number of Awards per Academic Year: 1993-94 to 1995-96 (Duplicated)

Credit Fund Name	1993-94	1994-95	1995-96
Pell Grant	4,310	3,628	3,418
F.S.E.O.G.	1,290	1,356	1,563
F.W.S.	1,549	413	487
Perkins Loan	522	435	713
Cal Grant B	502	391	310
Cal Grant C	46	24	28
Stafford Loan	305	370	457
Staff.Loan-UNSUB	13	70	221
Summer CWS	148		
BOGG C-015	3,948	7,032	9,526
BOGG - 115	564		
BOGG A	1,326	2,405	2,080
BOGG B	9,814	5,514	2,824
TOTAL	**24,337**	**21,638**	**21,627**

Noncredit Fund Name	1993-94	1994-95	1995-96
Pell Grant	312	406	345
F.S.E.O.G.	132	167	129
F.W.S.	13	17	13
Cal Grant B	18	10	4
Cal Grant C	2		3
TOTAL	**477**	**600**	**494**

Source: CCSF Financial Aid Office.

3.3. CCSF Scholarship Awards and Recipients Per Academic Year

Name of Scholarship / Funding Source	1993-94 #	1993-94 Amount	1994-95* #	1994-95* Amount	1995-96 #	1995-96 Amount
Community & Memorial Scholarships: Awarded by CCSF Scholarship Comm.	112	$63,912	136	$106,174	141	$83,755
Organizational Scholarships: Awarded by CCSF organizations.	31	$5,200	46	$8,550	50	$9,210
Departmental Scholarships: Awarded by academic departments.	228	$119,274	294	$138,400	186	$139,067
Independent Scholarships: Awarded by philanthropic or unaffiliated organizations.	22	$19,044	60	$50,478	49	$38,970
John Adams Campus Scholarships: Awarded to Noncredit students.	4	$1,000	5	$1,150	8	$9,000
TOTAL	**397**	**$208,430**	**541**	**$304,752**	**434**	**$280,002**

* 1994-95 figures were revised by the Scholarship Office in 1996.
Source: CCSF Scholarship Office.

4. CATEGORICAL PROGRAMS

The number of students served and average expenditure per student in categorical programs are measurements of educational assistance to students. Categorical programs serve specific populations of students who historically have not been served well by postsecondary institutions. **Note:** As yet, there is no commonly accepted objective definition of educational need or a way to measure the amount of unmet need.

Extended Opportunity Program and Services (EOPS) offers academic and support counseling, and financial aid to students with language, social, economic and educational disadvantages. Disabled Students Programs and Services (DSPS) provides services to students with disabilities to allow them access to educational offerings of the college.

- EOPS enrollments have declined slightly in the past academic year. Over 65% of all EOPS students are between the ages of 18 and 25. Demographic information for EOPS students for the past three academic years is presented in Table 4.1.

- Table 4.2. highlights gender and ethnicity information of DSPS participants for the past three academic years. The number of DSPS participants has increased from 1994-95 to 1995-96.

Greater Avenues for Independence (GAIN) Program
During the 1995-96 academic year, the local contract between City College of San Francisco and the Department of Social Services (DSS) was terminated because the local emphasis has changed from job training to job placement. Some of the former GAIN participants at City College are currently taking part in a VATEA-funded project for single parent homemakers.

4.1. Extended Opportunity Program and Services (EOPS)

	1993-94		1994-95		1995-96	
	Number	%	Number	%	Number	%
Female	1543	58.1%	1476	58.2%	1428	60.0%
Male	1111	41.9%	1059	41.8%	956	40.0%
18 and Under	14	0.6%	16	0.6%	8	0.3%
19 - 25	1800	67.8%	1640	64.7%	1559	65.4%
26 - 35	569	21.4%	581	22.9%	505	21.2%
36 and Older	271	10.2%	298	11.8%	312	13.1%
African American	368	13.8%	388	15.3%	371	15.6%
American Indian / Native Alskn.	18	0.7%	15	0.6%	19	0.8%
Asian / Pacific Islander	1608	60.6%	1495	59.0%	1361	57.1%
Filipino	71	2.7%	62	2.4%	63	2.6%
Hispanic / Latino	364	13.7%	332	13.2%	296	12.4%
White	180	6.8%	202	8.0%	236	9.9%
Other / Unknown	45	1.7%	41	1.6%	38	1.6%
TOTAL	**2,654**	**100%**	**2,535**	**100%**	**2,384**	**100%**

Source: CCSF EOPS Office.

4.2. Disabled Student Programs and Services (DSPS) Participants

	1993-94		1994-95		1995-96	
	Number	%	Number	%	Number	%
Female	589	43.9%	518	44.6%	808	49.9%
Male	641	47.8%	595	51.2%	812	50.1%
Unknown / No Response	112	8.3%	49	4.2%		
African American	228	17.0%	192	16.5%	288	17.8%
American Indian / Native Alaskan	19	1.4%	13	1.1%	12	0.7%
Asian / Pacific Islander	188	14.0%	168	14.5%	240	14.8%
Filipino	47	3.5%	36	3.1%	65	4.0%
Hispanic / Latino	137	10.2%	125	10.8%	222	13.7%
Other Non-White	28	2.1%	21	1.8%	16	1.0%
White	548	40.8%	528	45.4%	686	42.3%
Unknown / No Response	147	11.0%	79	6.8%	91	5.6%
TOTAL	**1,342**	**100%**	**1,162**	**100%**	**1,620**	**100%**

Source: CCSF DSPS Office.

5. MATRICULATION

Matriculation services assist students in achieving their education goals through a combination of skills assessment in math, reading and writing; orientation to the college; and academic advising and counseling. All new and readmit credit students are required to participate in the matriculation process. The required components of matriculation are: admission, assessment, orientation, counseling and follow-up services. Students who are exempt from the matriculation process include: those who have already earned an A.A./A.S. degree or higher (U.S. accredited institutions only); students who plan to enroll in nine (9) units or fewer of courses with no prerequisites and who do not plan to enroll in any Math, English or ESL courses to earn a degree or certificate from City College, or to transfer.

The Office of Matriculation and Assessment is developing a data collection system which will enable them to produce additional reports on the matriculants at City College of San Francisco. These reports will be available on a semester and annual basis. The Office of Matriculation and Assessment plans to complete the data collection system next year in order to coincide with the implementation date of the college's Student BANNER system. Currently, the Office of Matriculation and Assessment reports on students placing in English, ESL and Math courses for each term. The student placement test level reports for the Fall 1996 term are reported below.

English

English Placement Test Level by Age: Fall 1996

	Under 18	18-19	20-24	25-29	30-39	40-49	50 and Older	No Response	TOTAL
English L	63	164	84	46	49	23	10	54	**493**
English 90*	160	338	206	73	114	41	5	67	**1,004**
English 92	54	95	66	27	16	3	0	12	**273**
English 94	182	315	179	90	82	31	12	33	**924**
English 96	120	188	126	95	75	32	4	26	**666**
English 1A	39	72	98	61	67	23	6	12	**378**
TOTAL	**618**	**1,172**	**759**	**392**	**403**	**153**	**37**	**204**	**3,738**

* English 9 strongly recommended.

English Placement Test Level by Ethnicity: Fall 1996

	Amer. Indian	Asian / Pac Isl.	African Amer.	White	Hispanic / Latino	Filipino	Other	No Response	TOTAL
English L	2	151	133	26	80	40	18	33	**483**
English 90*	11	227	282	112	185	113	46	28	**1,004**
English 92	4	53	53	51	71	25	10	6	**273**
English 94	9	190	112	230	178	116	70	19	**924**
English 96	5	116	72	263	79	49	60	22	**666**
English 1A	5	37	13	227	35	8	45	8	**378**
TOTAL	**36**	**774**	**665**	**909**	**628**	**351**	**249**	**116**	**3,738**

* English 9 strongly recommended.

English As A Second Language (ESL)

ESL Placement Test Level by Age: Fall 1996

	Under 18	18-19	20-24	25-29	30-39	40-49	50 & Older	No Response	TOTAL
ESL 22	0	0	1	1	2	0	0	0	**4**
ESL 1-2 (NC)	2	7	16	13	11	5	6	19	**79**
ESL 22(NC) or ESL 3-4	9	41	57	37	75	32	20	43	**314**
ESL 32	14	49	55	50	75	38	12	45	**338**
ESL 42, 44 & 46	12	53	59	57	78	30	6	41	**336**
ESL 42 & 44	4	8	17	15	17	1	1	6	**69**
ESL 52, 54 & 56	15	41	49	35	51	25	11	27	**254**
ESL 52 & 54	34	85	100	54	77	26	9	25	**410**
ESL 60 & 62	31	83	78	58	75	32	14	26	**397**
ESL 60 & 72	10	10	13	14	5	3	3	2	**60**
ESL 72	26	63	64	52	62	16	7	19	**309**
ESL 72 or English 90	0	0	0	1	0	0	0	0	**1**
ESL 82 or English 90	1	5	0	2	0	0	0	0	**8**
ESL 82	21	35	49	39	55	20	4	7	**230**
English 94	2	2	11	3	12	3	2	2	**37**
English 96	0	0	2	2	1	0	0	0	**5**
English 1A	0	0	1	0	0	0	0	0	**1**
TOTAL	**181**	**482**	**572**	**433**	**596**	**231**	**95**	**262**	**2,852**

ESL Placement Test Level by Ethnicity: Fall 1996

	Amer. Indian	Asian / Pac Isl.	African Amer.	White	Hispanic / Latino	Filipino	Other	No Resp.	TOTAL
ESL 22	0	0	0	0	2	0	1	1	**4**
ESL 1-2 (NC)	1	22	1	4	15	1	3	32	**79**
ESL22(NC)or ESL3-4	1	127	1	27	64	10	17	67	**314**
ESL 32	1	154	5	37	59	16	19	47	**338**
ESL 42, 44 & 46	0	172	6	40	70	13	11	24	**336**
ESL 42 & 44	0	36	2	7	17	3	2	2	**69**
ESL 52, 54 & 56	0	132	2	34	37	16	8	25	**254**
ESL 52 & 54	1	230	2	44	66	31	16	20	**410**
ESL 60 & 62	1	216	6	36	61	50	12	15	**397**
ESL 60 & 72	0	35	0	4	12	4	1	4	**60**
ESL 72	0	142	5	47	60	37	10	7	**308**
ESL 72 or English 90	0	1	0	0	0	0	0	0	**1**
ESL 82 or English 90	0	0	0	2	4	1	1	0	**8**
ESL 82	0	97	7	42	38	30	12	4	**230**
English 94	0	8	1	14	4	7	3	0	**37**
English 96	1	1	0	2	0	1	0	0	**5**
English 1A	0	0	0	1	0	0	0	0	**1**
TOTAL	**6**	**1,373**	**38**	**341**	**509**	**220**	**116**	**248**	**2,851**

Math

Math Placement Test Level by Age: Fall 1996

	Under 18	18-19	20-24	25-29	30-39	40-49	50 & Older	No Response	TOTAL
Math E or Business Math G or H	219	520	487	379	483	186	72	278	**2,624**
Math E or Business Math G,H,J or Math 840 & Math E	95	206	182	109	126	55	17	57	**847**
Math 840 or higher	248	487	492	284	325	116	38	95	**2,085**
Math 860*	109	248	122	48	46	16	4	20	**613**
Math 90,95,75,70,80 or higher	136	222	103	39	33	5	5	15	**558**
TOTAL	**807**	**1,683**	**1,386**	**859**	**1,013**	**378**	**136**	**465**	**6,727**

* If no geometry, first take Math 840 or Math 855.

Math Placement Test Level by Ethnicity: Fall 1996

	Amer. Indian	Asian / Pac Isl.	African Amer.	White	Hispanic / Latino	Filipino	Other	No Resp.	TOTAL
Math E or Business Math G or H	22	420	431	441	695	263	148	203	**2,623**
Math E or Business Math G,H,J or Math 840 & Math E	4	179	112	205	173	79	55	41	**848**
Math 840 or higher	15	817	125	561	199	149	123	95	**2,084**
Math 860*	3	311	21	108	57	60	35	18	**613**
Math 90,95,75,70, 80 or higher	1	401	4	72	17	27	24	12	**558**
TOTAL	**45**	**2,128**	**693**	**1,387**	**1,141**	**578**	**385**	**369**	**6,726**

* If no geometry, first take Math 840 or Math 855.

Source: Office of Matriculation and Assessment (for all reports; English, ESL and Math).

6. BASIC SKILLS AND ENGLISH AS A SECOND LANGUAGE (ESL) ENROLLMENT

The number of students enrolled each year in basic skills and English as a Second Language courses affects the overall level of student skills at a campus and the nature of instruction provided.

- Basic Skills enrollment has been declining for the past three Fall terms. Enrollment declined 8.5% from Fall 1995 to Fall 1996. (Table 6.1.)
- Demographic information for Credit ESL students for the 1992 - 1996 Fall terms is reported in Table 6.2. Credit ESL enrollment has been declining since the Fall 1993 term.

6.1. Basic Skills Enrollment (Credit Courses), Fall 1994 - Fall 1996

In the initial phase of the Curriculum Research Project, the following draft definition of a Basic Skills level course was developed: a basic skills course is one that provide foundation skills in the academic or occupational areas for students preparing to enter college level academic or occupational courses / programs.

- 3,491 students were enrolled in Basic Skills courses during the Fall 1996 term. This represents 12.2% of the total Fall 1996 Credit student enrollment (calculated at Census Week) of 28,633. Approximately 10% of the Credit courses offered at City College are Basic Skills courses.

	Census Enrollment		
Course:	**Fall 1994**	**Fall 1995**	**Fall 1996**
Business Math (BSMA G,H,J)	427	400	313
Chemistry (CHEM C)	70	58	99
Disabled Student Programs and Services (DSPS M,O,P,Q,R) *	*(133)*	*(119)*	*(122)*
English (ENGL 90,92,K,L,S,T,W*)	1,586 *(45)*	1,493 *(60)*	1,472 *(32)*
English as a Second Language (ESL 22,32,32A,42,44,46,48,56,68)	1,332	1,365	1,104
Guidance (GUID G,R)*	*(242)*	*(241)*	*(238)*
Learning Assistance (LERN P,R,T)*	*(4)*	*(14)*	*(8)*
Mathematics (MATH E*,S)	533 *(315)*	500 *(317)*	503 *(319)*
TOTAL: Census Week Enrollment	**3,948**	**3,816**	**3,491**
Number of Sections	**169 sections**	**172 sections**	**171 sections**

Source: IMC-21, Basic Skills Only for Fall 94-Fall 96.

* Census Week enrollment numbers are not available for these courses (Some Census Week numbers were available for Math E). Instead, beginning enrollment numbers are provided in parenthesis and are not at all indicative of final enrollment.

6.2. Gender and Ethnic Distribution of Credit ESL Students, Fall 1992 - Fall 1996

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Male	1,485	1,613	1,494	1,434	1,358
Female	2,060	2,156	2,095	2,018	1,945
African American	31	33	30	31	27
American Indian / Native Alaskan	2	4	10	7	7
Asian	2,349	2,296	2,160	1,971	1,858
Filipino	201	262	174	178	155
Hispanic / Latino	484	555	495	515	484
Other, Non-White / Unknown	305	369	424	464	514
White	173	250	296	286	258
TOTAL	**3,545**	**3,769**	**3,589**	**3,452**	**3,303**

Source: IUT-15 Race Report, Fall 1992-Fall 1996.

CHAPTER TWO

STUDENT SUCCESS

The success of students in meeting their educational goals is the foremost objective of CCSF faculty and staff. As outlined in the institutional mission statement, the College seeks to meet student needs by offering Associate degrees, certificate courses, transfer education to four year colleges and universities, training and retraining for new employment opportunities; English as a Second Language; remedial and literacy development, adult high school education, and programs designed for the re-entry student. The performance indicators for student success as defined by the State Chancellor's Office are:

1. Course Completion
2. Persistence
3. Completion
4. Completion By Field of Study
5. Transfer
6. Income Data for Completers and Leavers

Student Equity Indicators*

Improving Course Completion:
Ratio of the number of courses that students actually complete by the end of the term to the number of courses in which students are enrolled on the census day of the term. *(Course Completion)*

Improving Degree and Certificate Completion:
Ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal. The total number of degrees and certificates awarded and the ethnic distribution of the recipients. *(Completion)*

Improving the Transfer Rate:
The ratio of the number of new students who earn 6 or more transferable units during the first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years. The combined number who transfer to a CSU or UC campus each fall term, and the ethnic distribution (full-year) of the transfer students. *(Transfer)*

* The Student Equity Indicators listed above were developed by the State Chancellor's Office of the California Community Colleges. The Board of Governors of the California Community Colleges adopted Student Equity regulations in September 1992 for all community college districts.

1. COURSE COMPLETION

Course grades are a means of measuring student attainment of course goals and a commonly accepted student outcome.

Please note the following CHANGE in the definition of Successful Course Completion

In *The Effectiveness of California Community Colleges on Selected Performance Measures, October 1996*, the State Chancellor's Office defines Successful Course Completion as follows:

> "The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW."

Prior to this October 1996 report, the State Chancellor's Office did not consider a "W" or Withdraw an official end-of-term letter grade. In July of 1996, the Consultation Council of the California Community Colleges established the above definition of successful course completion. The "W" or Withdraw was added to the official end-of-term letter grades because "once a student is enrolled in a course to the point of obtaining a grade notation, even if that notation indicates a 'W', the student has expressed the intention of completing the course, and the institution needs to account for the retention, success and persistence of that enrolled student." It is important for City College of San Francisco to use the State Chancellor's Office definition of Successful Course Completion so that we can compare our data to other colleges in State that have similar programs, as well as to compare our averages to the overall statewide average.

Note: The overall successful course completion percentages are lower than in previous years because the denominator of the rate equation is larger per the new State definition.

- According to the State's new definition, the overall successful course completion rate (C or better) for Fall 1995 Credit courses offered at CCSF was 67.3%.

- The statewide average for successful course completion in Credit courses was 66.6% for Fall 1994. The overall successful course completion rate for CCSF was 67.5% for Fall 1994. (Fall 1995 statewide numbers are not yet available.)

- The tables on the following pages show the successful course completion rates, based upon the State's new definition, for each school (Credit only) for the Fall 1994 and Fall 1995 terms. There are some instances of missing data in the tables. Missing data occurs when courses are combined with others, when courses are not offered, or when new courses are created.

School of Applied Science & Technology	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
Administration of Justice	511	67.3%	530	64.5%
Aircraft Maintenance	388	90.2%	349	90.3%
Apprenticeships	17	94.1%	8	87.5%
Automotive Technology	398	65.3%	319	79.9%
Consumer Arts & Sciences	157	75.8%	161	59.0%
Environmental Horticulture & Floristry:				
Ornamental Horticulture	296	77.7%	287	63.1%
Retail Floristry	322	70.5%	279	82.1%
Fire Science Technology	82	70.7%	106	76.4%
Hotel and Restaurant	1040	86.3%	887	89.1%
Labor Studies	156	60.3%	148	73.0%
SCHOOL TOTAL: % Successful Compl.		**77.1%**		**78.2%**

School of Health and Physical Education	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
Dental Assisting	157	86.6%	157	82.2%
Dental Lab Technology	86	69.8%	102	60.8%
Diagnostic Medical Imaging	233	93.1%	190	87.9%
Health Care Technology:				
Cardiovascular Technology	44	93.2%	20	90.0%
Echocardiography	35	91.4%	20	90.0%
EKG Technician	69	37.7%	72	76.4%
Emergency Medical Technician	153	75.8%	183	76.0%
Emergency Room Technician			79	59.5%
Health Information Technology	373	74.5%	364	81.0%
Medical Assisting	139	88.5%	179	76.5%
Pharmacy Technician	62	83.9%	61	75.4%
Health Science	1817	71.0%	1947	71.2%
Nursing (LVN)	723	81.5%	760	84.6%
Nursing (RN)	382	91.9%	385	90.1%
Physical Education - North	2735	77.7%	3449	72.7%
Physical Education - South	2984	86.6%	3068	86.0%
Radiology / Oncology	68	95.6%	60	91.7%
SCHOOL TOTAL: % Successful Compl.		**80.4%**		**78.3%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1994 - Fall 1995.

School of Behavioral & Social Sciences	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
African American Studies	46	63.0%	59	57.6%
Asian American Studies	412	88.6%	441	87.8%
Asian Studies	26	42.3%		
Behavioral Sciences:				
Anthropology	577	72.4%	539	71.1%
Psychology	2482	61.8%	2504	61.8%
Sociology	765	58.4%	650	72.5%
Child Development	1116	84.8%	1300	82.9%
Disabled Students Programs & Services	144	57.6%	128	62.5%
Guidance	466	80.3%	533	64.5%
Interdisciplinary Studies	650	52.0%	413	53.5%
Learning Assistance	535	65.2%	545	53.6%
Philippine Studies	55	72.7%	73	76.7%
Social Sciences:				
American Civilization	47	72.3%	37	75.7%
Economics	1501	71.8%	1356	68.4%
History	3208	60.9%	3188	57.6%
Philosophy	296	62.2%	350	67.1%
Political Science	1568	61.1%	1588	65.6%
Student Leadership	25	96.0%	56	73.2%
SCHOOL TOTAL: % Successful Compl.		**65.9%**		**65.4%**

School of Library & Learning Resources	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
Library Info Technology	147	63.9%	216	80.6%
Library Orientation	112	53.6%	103	30.1%
SCHOOL TOTAL: % Successful Compl.		**59.5%**		**64.3%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1994 - Fall 1995.

School of Business	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
Accounting	1222	61.5%	1216	60.8%
Business English	221	73.8%	193	82.4%
Business Math	698	52.7%	614	47.4%
Business Office Info (Word) Processing	664	75.3%	706	72.4%
Commercial Law	202	73.8%	188	77.7%
Court Reporting	143	51.7%	138	36.2%
Fashion Merchandising	127	26.0%	175	45.1%
Finance	116	66.4%	127	57.5%
General Business	101	66.3%	64	67.2%
International Business	82	63.4%	97	60.8%
Legal Assisting	320	69.7%	351	78.1%
Marketing	140	86.4%	104	63.5%
Microcomputer Applications	477	83.2%	518	79.0%
Real Estate	343	62.1%	322	55.6%
Small Business	102	68.6%	136	42.6%
Supervision & Management	51	70.6%	41	82.9%
TQM (Total Quality Management)	47	97.6%	51	94.1%
Transportation and Travel	31	96.8%	42	71.4%
Work Experience	108	37.0%	147	35.4%
SCHOOL TOTAL: % Successful Compl.		**65.6%**		**63.1%**

School of International Education & ESL	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
ESL (Credit)	5931	69.1%	5860	68.9%
SCHOOL TOTAL: % Successful Compl.		**69.1%**		**68.9%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1994 - Fall 1995.

School of Liberal Arts	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
Art	2115	71.4%	2102	70.4%
Broadcast Communications	281	63.3%	324	55.2%
English:				
Classics	21	52.4%	27	70.4%
English	5769	59.7%	5712	60.2%
Humanities	561	67.9%	512	68.2%
Speech	987	75.1%	970	68.5%
Film	666	65.2%	648	66.0%
Foreign Languages:				
Chinese	823	80.6%	828	73.1%
French	553	68.2%	573	60.7%
German	131	65.6%	118	57.6%
Italian	303	67.3%	348	62.1%
Japanese	532	66.0%	502	63.1%
Pilipino	110	83.6%	133	78.2%
Russian	189	76.2%	126	81.7%
Spanish	1205	63.1%	1260	57.4%
Gay & Lesbian Studies	59	50.8%	74	60.8%
Graphic Communications	448	72.5%	512	76.2%
Journalism	92	56.5%	84	54.8%
Music	2073	67.4%	1992	71.5%
Photography	909	58.1%	856	59.1%
Theater Arts	490	75.3%	515	71.5%
SCHOOL TOTAL: % Successful Compl.		**65.9%**		**64.9%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1994 - Fall 1995.

School of Sciences & Mathematics	Fall 1994		Fall 1995	
	End Enrl	% Success	End Enrl	% Success
Architecture	596	73.2%	466	69.1%
Astronomy	748	70.1%	755	71.8%
Biology:				
Anatomy	583	65.2%	601	69.9%
Biology	1251	76.1%	1175	74.2%
Botany	34	91.2%	37	67.6%
Genetics	74	48.6%	35	40.0%
Microbiology	215	54.4%	203	71.9%
Nutrition	276	71.0%	304	61.2%
Physiology	222	65.3%	179	55.9%
Zoology	36	72.2%	28	85.7%
Chemistry	1744	54.4%	1423	54.0%
Computer Information & Science	2630	54.6%	3275	60.9%
Earth Sciences:				
Geography	204	76.5%	211	73.9%
Geology	95	65.3%	100	55.0%
Oceanography	35	62.9%	36	72.2%
Engineering:				
Engineering	369	77.5%	392	82.1%
Engineering Technology	601	77.9%	533	79.4%
Mathematics	4810	48.7%	4711	52.8%
Physical Science	26	84.6%	21	71.4%
Physics	1405	76.1%	1293	76.0%
SCHOOL TOTAL: % Successful Compl.		**60.5%**		**62.7%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1994 - Fall 1995.

2. PERSISTENCE

The number of credit students who are enrolling for two consecutive terms (i.e. who enroll in the Fall and persist to enroll again in the Spring) indicates commitment to a longer-term educational goal and to meeting specified requirements for a certificate degree, or transfer.

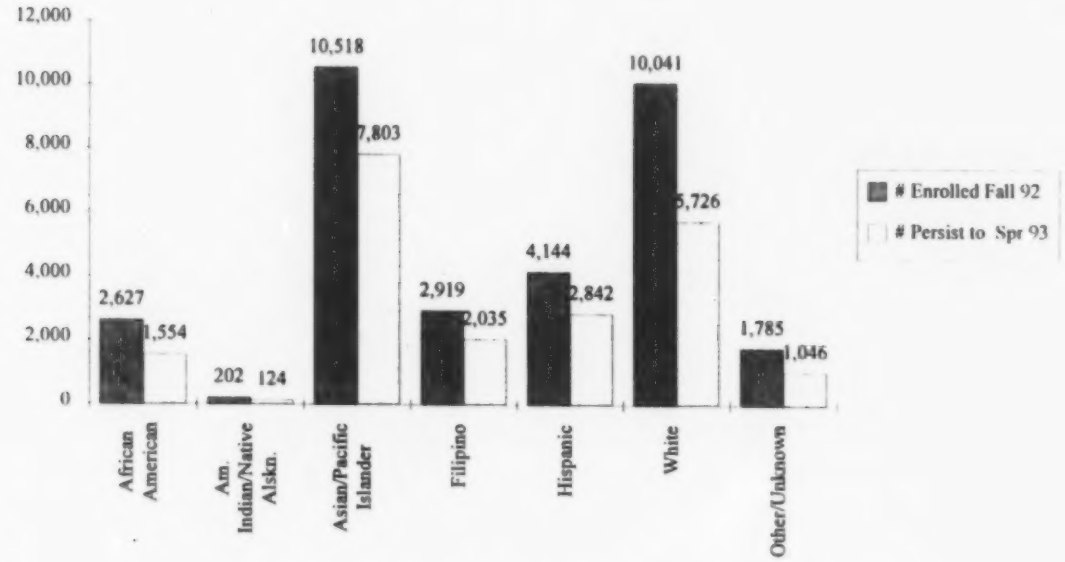
- Table/Graph 2.1. shows the number of Credit students enrolled in Fall 1992 who persisted to the Spring 1993 term. City College's overall persistence rate for Fall 92 to Spring 93 was 65.5%, which is higher than the statewide average of 48.5% for the same time period.

(**Note**: Fall 1992 to Spring 1993 persistence numbers are the most current ones available at this time.)

2.1. Fall to Spring Persistence, Credit Students Only

	# Enroll in Fall 1992	# Persist To Spring 1993	% Persist CCSF-Credit	% Persist Statewide CR
African American	2,627	1,554	59.2%	47.2%
American Indian / Native Alaskan	202	124	61.4%	49.0%
Asian / Pacific Islander	10,518	7,803	74.2%	52.7%
Filipino	2,919	2,035	69.7%	53.9%
Hispanic / Latino	4,144	2,842	68.6%	49.4%
White	10,041	5,726	57.0%	48.4%
Unknown	1,785	1,046	58.6%	37.6%
TOTAL	**32,236**	**21,130**	**65.5%**	**48.5%**

Note: Students who do not persist from Fall to Spring term may be graduates, transfer students, or others who have attained their educational goal.



Source: CCC State Chancellor's Office, MIS data (Full term reporting as of 10/94).

3. COMPLETION

Attainment of a degree or certificate which depends on access, student persistence, and the instructional program is an important student outcome.

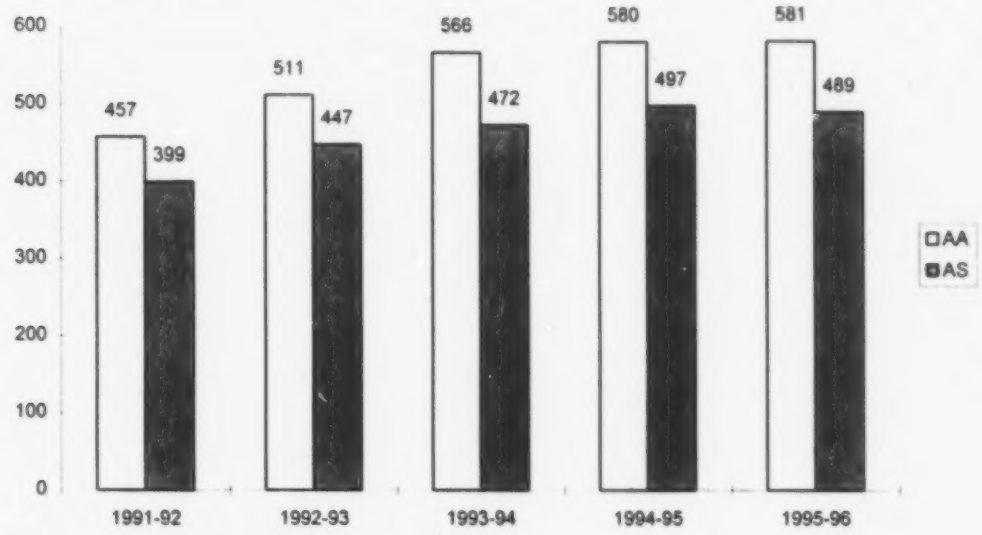
- The number of AA/AS degrees awarded at City College has increased since the 1991-92 academic year. The number of AA/AS degrees awarded remained the same from 1994-95 to 1995-96. (Graph 3.1.)

- Chart 3.2. shows the percentage of degrees awarded by ethnicity for the 1995-96 academic year as reported by the California Postsecondary Education Commission (CPEC).

- The number of GED examinees dropped slightly from 1,528 in 1994 to 1,482 in 1995. (Table 3.3.)

3.1. Number of Associate Degrees Awarded by Academic Year

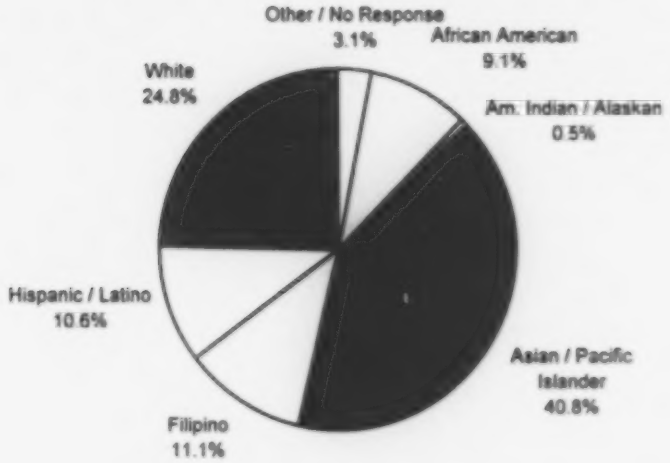
Academic Year	Total Degrees Awarded
1991 - 92	856
1992 - 93	958
1993 - 94	1,038
1994 - 95	1,077
1995 - 96	1,070



Source: CCSF Office of Admissions and Records.

Note: The number of AA/AS degrees awarded reported by CPEC is higher than our internal reporting numbers.(CPEC numbers are shown on Page 32) We are currently investigating the reason for the discrepancy.

3.2. Degrees* Awarded By Ethnicity, 1995-96 Academic Year



Source: CPEC 1995-96 Degrees By Discipline Report (Report Date: 1/21/97).

* Degrees include Associate Degrees (99% of the total), Certificates: More than two years (1%).

3.3. GED (High School Equivalency)

A total of 1,482 people took a GED exam in 1995. Each examinee takes five subtests (Literature, Mathematics, Science, Social Studies, and Writing) and attends at least four testing sessions. Of the 1,482 examinees, **835** received a GED certificate[1]. 857 of the GED examinees (58%) stated that they took the GED to continue their education at the college level or in a training program.

GED Examinees (Unduplicated) by Age

	1993	1994	1995
19 and Under	446	433	448
20 - 24	470	469	438
25 - 29	234	243	241
30 - 34	156	156	144
35 - 39	89	128	102
40 - 49	74	85	82
50 and Older	20	28	27
TOTAL	**1,489**	**1,528**	**1,482**

Source: CCSF GED Office.

[1] Examinees who did not receive a certificate in 1995 may not have completed the entire GED testing process during that year.

4. COMPLETION BY FIELD OF STUDY

The number of students who initially seek an associate degree in specific fields of study and attain their goal within two, three, four, or more years of initial enrollment.

City College currently does not report completion by a specific field of study. Although CPEC publishes a report of degrees awarded by field of study, over 58% of degrees awarded in the 1995-96 academic year at CCSF were in the category, "General Studies". The following table shows the programs (as defined by CPEC) where AA/AS degrees were awarded in the 1995-96 academic year.

Program Title	AA/AS	Program Title	AA/AS
Agriculture Business & Production	10	Library Science	10
Marketing Operations / Distribution	17	Protective Services	12
Communications Technologies	1	Construction Trades	4
Computer & Information Sciences	13	Mechanics & Repairers	53
Engineering-Related Technologies	18	Precision Production Trades	32
Vocational Home Economics	55	Health Professions	415
General Studies	1,069	Business Management & Admin. Services	133

Source: CPEC 1995-96 Degrees By Discipline Report (Report Date: 1/21/97)

5. TRANSFER

The number of students who transfer to the University of California or California State University system within two, three, four, or more years. Transfer is one primary mission of community colleges and an important student outcome measure.

- The number of transfers to CSU, UC and Independent Institutions has remained steady from Fall 1994 to Fall 1995. (Table 5.1.)

- Table 5.2. shows City College transfers to CSU and UC by ethnicity for the past four academic years. The overall numbers of African American, Filipino and Hispanic/Latino students transferring from these groups to the UC system are proportionately low as compared to the overall Credit enrollment for students in these three groups for the Fall 1995 term (Fall 1995 Credit enrollment figures are reported on Page 3).

- CCSF has a transfer rate of 30.4% according to the 1996 Transfer Assembly study. This compares to an average transfer rate of 20.6% for California Community Colleges, and a national community college transfer rate of 21.8%. (Section 5.3.)

5.1. City College Transfers to California State University, University of California and Independent Institutions, Fall 1991 - Fall 1995

	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
California State University	670	678	721	872	843
University of California	139	160	213	210	210
Independent Institutions*	49	61	51	92	44
TOTAL	**858**	**899**	**985**	**1,174**	**1,097**

Source: CPEC Student Profiles, December 1996.

Note: Fall Term numbers are used because they account for approximately two-thirds of Annual Transfer Totals.

* Only includes regionally accredited independent colleges and universities.

5.2. Ethnicity of City College Transfers to California State University and University of California, Academic Years 1992-93 through 1995-96

California State University	1992-93	1993-94	1994-95	1995-96
African American	71	80	91	93
American Indian / Native Alaskan	9	4	9	4
Asian / Pacific Islander	469	512	645	595
Filipino	63	56	85	93
Hispanic / Latino	90	103	121	117
White	235	191	222	204
Other / No Response	157	186	154	196
TOTAL	**1,094**	**1,132**	**1,327**	**1,302**

University of California	1992-93	1993-94	1994-95	1995-96
African American	6	4	6	10
American Indian / Native Alaskan	0	3	1	2
Asian / Pacific Islander	89	132	132	120
Filipino	7	12	5	5
Hispanic / Latino	16	15	22	20
White	60	81	73	69
Other / No Response	14	22	16	25
TOTAL	**192**	**269**	**255**	**251**

Source: CPEC Student Profiles, December 1996.

5.3. Transfer rate as defined by The Transfer Assembly (Center for the Study of Community Colleges, UCLA):

The Center for the Study of Community Colleges (UCLA) has completed the 1996 Transfer study. Students with no previous college experience who entered CCSF for the first time in Fall 1990, and earned at least twelve credits at CCSF were included in the study. The number and percentage of students who by Fall 1994 took at least one class at CSU or UC were selected. Below are the results of the 1996 study, and results from previous years the study was conducted.

CCSF has a total transfer rate of **30.4%** according to the 1996 Transfer Assembly study. This means that 30.4% of the students who were first time freshmen in the Fall of 1990 transferred to a UC or CSU campus, and had taken at least one class by the Fall of 1994. That compares favorably with the overall California community college transfer rate of 20.6%, and with the national community college transfer rate of 21.8%.

Percent Of Students Transferring By Ethnicity

YEAR OF STUDY	*AFRICAN AMERICAN*	*LATINO*	*NATIVE AMERICAN*	*ASIAN / PAC ISLANDER*	*WHITE*	*TOTAL*
1996	20.0% (28)*	18.1% (43)	11.1% (1)	39.5% (420)	16.8% (55)	30.4% (574)
1995	14.8% (18)	9.5% (19)	16.7% (1)	31.2% (314)	16.7% (56)	24.50% (429)
1994	14.5% (23)	10.4% (25)	20.0% (3)	35.0% (398)	17.4% (68)	26.35% (532)
1990	24.3% (44)	13.7% (27)	0.0% (0)	Not Available	33.0% (148)	26.40% (219)

*example: 20.0% of African Americans in the 1990 cohort took at least one course at CSU or UC by Fall 1994. The actual number (28) of African American students transferring follows the percentage.

Source: Center for the Study of Community Colleges. (October 1996)

The Center for the Study of Community Colleges traces the rate of transfer from two- to four-year colleges and universities across the nation. Currently, 416 colleges participate in the Transfer Assembly, and they represent all or nearly all the public two-year colleges in California, Colorado, Florida, Illinois, Kentucky, Louisiana, Maryland, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Texas, Washington, West Virginia, along with a selection of colleges from five other states.

6. INCOME DATA FOR COMPLETERS AND LEAVERS

The State Chancellor's Office in conjunction with the Employment Development Department (EDD) has developed a UI (Unemployment Insurance) Wage Data reporting system. The UI Wage Data reports will be released on an annual basis, and will monitor the employment and earning gains of Vocational Education program completers and leavers. The reports monitor employment and earning gains of community college program completers and leavers over a three year period. For example, the 1991/92 reports contain information on students' (program completers and leavers) employment and earnings their last year in college, one year out of college (1992/93) and three years out of college (1994/95). Data is available on a statewide level as well as for individual colleges. Data is only available for students enrolled in SAM Code levels A-D courses and/or programs. (see SAM Code definitions below)

The 1991/92 UI Wage Data reports monitor all students who last attended a community college in the 1991/92 academic year and did not return to any California Community College in the following two years. The 1991/92 cohort of community college leavers does not include students who transferred to the CSU system because they are continuing their education and probably not working full time. However, persons transferring to the UC system, private institutions, and out-of-state universities cannot be excluded yet from the reports. (The State Chancellor's Office is hopeful they will be able to identify more transfer students in the future and not include them in the UI Wage Data reports.)

Please note the following definitions and/or explanations regarding the UI wage data:

1. The *% Match* column is a match rate for Social Security Numbers (SSN) found in UI Wage Data files, and NOT an employment rate. The % Match column does NOT include Federal employees, former students now employed by the military, former students who are now self-employed or work strictly on a commission basis, and those who are employed outside of California.

2. The *% Worked 4 Quarters* column represents the portion of the *% Match* column that worked all four quarters.

3. Completers refers to those students who have successfully completed a vocational course at a SAM C level or above and received a non-vocational degree or certificate. SAM Code definitions are as follows:
   - A = Apprenticeship (offered to apprentices only)
   - B = Advanced Occupational (not limited to apprentices)
   - C = Clearly Occupational (but not advanced)
   - D = Possibly Occupational
   - E = Non-Occupational

4. Leavers refers to those students who have successfully completed a vocational course at SAM C level or above.

- Table 6.1. shows the 1991/92 UI Wage data for City College students (Credit and Noncredit) enrolled in Vocational courses along with the statewide totals for the same time period. The medium annual income for City College students their third year out of college was $24,749 as compared to a statewide medium annual income of $25,935.

6.1. 1991/92 UI Wage Data

CITY COLLEGE OF SAN FRANCISCO		*Last Year In College*			*Third Year Out Of College*		
	Total Students	% Match	% Worked 4 Qtr	Medium Annual Income	% Match	% Worked 4 Qtr	Medium Annual Income
All Students (CR & NC):	30,645	68.1%	66.5%	$20,460	58.8%	65.0%	$24,749
Credit Vocational	15,138	74.6%	72.4%	$22,343	63.1%	65.5%	$28,517
Noncredit Vocational	15,507	61.6%	59.5%	$17,691	54.6%	64.3%	$20,806
Non-Vocational(CR&NC):[1]	21,625	65.5%	66.1%	$24,945	55.9%	64.4%	$23,161
Non-Vocational (CR)	11,626	73.5%	71.5%	$22,111	61.5%	65.4%	$27,893
Non-Vocational (NC)	9,999	56.2%	57.9%	$14,884	49.4%	62.9%	$17,222
Vocationally Exposed[2]-CR	474	64.3%	83.6%	$35,562	56.1%	56.0%	$34,751
Vocationally Exposed-NC	4,345	73.4%	64.2%	$23,824	64.8%	66.7%	$28,106

STATEWIDE TOTALS		*Last Year In College*			*Third Year Out Of College*		
	Total Students	% Match	% Worked 4 Qtr	Medium Annual Income	% Match	% Worked 4 Qtr	Medium Annual Income
All Students (CR & NC)	841,952	70.1%	69.0%	$21 229	60.5%	64.9%	$25,935
Non-Vocational (CR& NC)[1]	580,126	67.7%	67.1%	$19,694	57.9%	63.5%	$24,325
Vocationally Exposed[2]-CR	48,274	77.8%	80.7%	$35,516	69.4%	68.5%	$37,584
Vocationally Exposed-NC	15,158	64.2%	64.2%	$22,528	54.2%	64.5%	$25,219

1 Students who did not complete coursework at a SAM level of C or above.

2 Students who have successfully completed a vocational course at a SAM C level or above (leavers); received a non-vocational degree or certificate; and completed less than 3 units of vocational coursework.

Source: CCC State Chancellor's Office.

Note: Additional UI Wage Data reports are available at the program level. Please contact the Office of Research and Planning if you would like copies of these reports.

CHAPTER THREE

STUDENT SATISFACTION

An essential measure of institutional effectiveness is the student's level of satisfaction as consumers of educational programs and services. The State Chancellor's Office delineates five student satisfaction indicators. Student expectations and satisfaction must be assessed for the following areas:

1. Access
2. Instruction
3. Instructional / Support Services
4. Student Services
5. Facilities

Student Satisfaction Survey Results
1996-97 Program Review

Instructional Survey

As part of the 1996-97 Program Review cycle, a student satisfaction survey was administered to students enrolled in courses in the instructional departments undergoing program review. The survey was developed by the Office of Institutional Research & Planning in conjunction with the Department Chairs, School Deans, the Program Review Committee and the Research Committee. Results from the survey presented in this chapter pertain to student satisfaction regarding Instruction and Facilities, and are provided at the school level.

Over 4,600 students responded to the instructional satisfaction survey, representing almost 13% of the total student population in Spring 1996. Demographic information on the students responding to the instructional survey, as well as their long term educational goals is provided on the following page. (Fall 1995 collegewide student demographic information is on Page 5.)

Student Services Surveys

The African American Achievement Program (AAAP), African American Retention Program (AARP), Latino Retention Program (LRP) and the Tutorial Center have administered student satisfaction surveys as part of their program reviews over the past year. The following numbers of students responded to each of these surveys: 45 students to the AAAP survey; 25 students to AARP; 25 students to LRP; and 360 students to the Tutorial Center survey. Some of the results from these surveys are highlighted in the Student Services section. (Student satisfaction with Learning Assistance and the Puente Project are included in the Instructional Survey responses.) Comparable results from program review surveys administered over the last two years in Admissions and Records, Financial Aid, Counseling, Career Development and Placement Center, and Student Health are also included.

Demographics of Students Responding to the Instructional Survey

	Credit	Noncredit
Female	55.5%	53.4%
Male	42.8%	45.2%
No Response	1.7%	1.4%
19 or under	7.7%	0.0%
20 - 24	36.7%	0.5%
25 - 29	19.8%	1.4%
30 - 34	12.8%	2.4%
35 - 39	8.0%	1.2%
40 - 40	9.6%	2.4%
50 and older	5.2%	92.0%
Unknown / No Response	0.2%	0.2%
American Indian / Alaskan	0.7%	0.0%
African American	8.8%	16.1%
Asian / Pacific Islander	32.2%	24.6%
Filipino	9.5%	15.8%
Hispanic / Latino	12.4%	4.0%
Other Non-White	2.1%	0.0%
White	28.1%	35.0%
Unknown / No Response	6.2%	4.5%

Long Term Educational Goals of Students Responding to the Survey

	BA or higher	AA / AS degree	Job Skills	Vocational Certificate	Basic Skills	Personal
Applied Science /Technology	31.5	29.8	11.5	12.5	1.0	13.8
Behavioral / Social Sciences	73.2	19.0	0.6	0.9	0.9	5.4
Business	33.6	17.4	15.4	14.8	2.0	16.8
Health / Physical Education	21.1	7.8	3.0	1.9	1.1	65.0
Liberal Arts	64.5	10.8	5.6	1.1	2.0	16.1
Library / Learning Resources	52.7	26.9	5.4	7.5	3.2	4.3
Sciences / Mathematics	80.8	10.5	2.3	2.2	0.7	3.5
Aggregate Total	**55.5%**	**13.5%**	**4.9%**	**3.2%**	**1.5%**	**22.0%**

Students filled out instructional satisfaction surveys in the following departments:*

School of Applied Science & Technology
Environmental Horticulture / Retail Floristry
Public Safety / Fire Science

School of Business
International Business
Legal Assisting
Real Estate
Small Business / Supervision & Management

School of Health & Physical Education
Consumer Education
Echocardiography / Cardiovascular Technician
EKG Technician
Physical Education

Library and Learning Resources
Library Information Technology
Learning Assistance

School of Behavioral & Social Sciences
African American Studies
Asian American Studies
Interdisciplinary Studies
Latin American Studies
Philippine Studies

School of Liberal Arts
Broadcast Communications
English
Foreign Languages
Theater Arts

School of Science and Mathematics
Astronomy
Biological Sciences
Earth Sciences

* No departments in the School of International Education & ESL administered the instructional survey for the 1996/97 program review cycle.

1. ACCESS

Questions regarding student satisfaction with access were not asked on the surveys administered for this program review cycle. Since the State Chancellor's Office recommends assessing student satisfaction with regards to access, questions on access will be included on future surveys.

2. INSTRUCTION

- 45% of the students responding to the Satisfaction Survey gave overall quality the highest rating (8 or excellent). The School of Health & Physical Education received the highest rating of 71.4%.

- Students filling out surveys in the School of Health & Physical Education rated the availability of instructors during office hours higher than in the other schools (63.0% in Health & Physical Education compared to 39.0% overall).

Rate the overall quality of instruction in this department
(1 = poor and 8 = excellent)

	1	2	3	4	5	6	7	8
Applied Science /Technology	0.3	0.0	0.6	2.3	6.1	12.2	28.3	50.2
Behavioral / Social Sciences	0.1	1.3	1.0	3.2	9.1	16.3	29.9	39.1
Business	0.3	0.3	1.0	2.6	9.6	16.2	34.3	35.6
Health / Physical Education	0.1	0.3	0.3	0.2	1.6	6.5	19.5	71.4
Liberal Arts	0.2	0.9	1.4	4.1	8.0	17.6	30.2	37.5
Library / Learning Resources	0.0	0.0	0.0	3.0	8.0	7.0	29.0	53.0
Sciences / Mathematics	0.3	0.5	2.3	2.3	8.0	20.6	31.2	34.9
Aggregate Total	**0.2%**	**0.7%**	**1.1%**	**2.7%**	**6.9%**	**15.0%**	**28.3%**	**45.0%**

Rate the availability of instructors in this department during office hours
(1 = poor and 8 = excellent)

	1	2	3	4	5	6	7	8
Applied Science /Technology	1.4	0.0	1.4	6.6	14.1	15.5	21.4	39.7
Behavioral / Social Sciences	0.9	0.7	1.8	5.3	15.4	15.4	27.2	33.3
Business	1.1	1.8	5.7	7.9	14.6	22.9	21.1	25.0
Health / Physical Education	0.6	0.6	0.7	2.3	4.4	6.6	21.7	63.0
Liberal Arts	0.6	1.0	2.4	7.1	14.4	16.5	23.4	34.6
Library / Learning Resources	1.0	1.0	0.0	4.1	7.1	11.2	33.7	41.8
Sciences / Mathematics	1.0	0.7	2.5	7.0	14.0	19.8	24.6	30.4
Aggregate Total	**0.8%**	**0.8%**	**2.1%**	**5.9%**	**12.5%**	**15.2%**	**23.8%**	**39.0%**

3. INSTRUCTIONAL / SUPPORT SERVICES

Questions regarding student satisfaction with instructional / support services were not asked on the surveys administered for this program review cycle, but will be included on future surveys.

4. STUDENT SERVICES

As part of the Program Review process, student satisfaction surveys are administered to all Student Services up for review each Fall.

- Two thirds (66.7%) of the students surveyed for the African American Achievement Program (AAAP) gave the English and Counseling components of the program the highest rating of 8 or excellent. Similarly, almost 69% of the students surveyed gave the overall quality of instruction in AAAP an excellent rating.

- Students responding to the survey for the African American Retention Program (AARP) gave the program high marks. Almost 77% of the AARP students said that the instructors in the program encouraged them to complete their educational goals.

- Students responding to the Latino Retention Program (LRP) survey were the most satisfied with the encouragement they receive from LRP instructors (56% gave it a 5 or excellent).

- Tutorial Center survey results show that students have high expectations of receiving a letter grade of an A or B after tutoring. Over 80% of the students expected to receive an A or B after tutoring while only 37% expected to receive an A or B before tutoring.

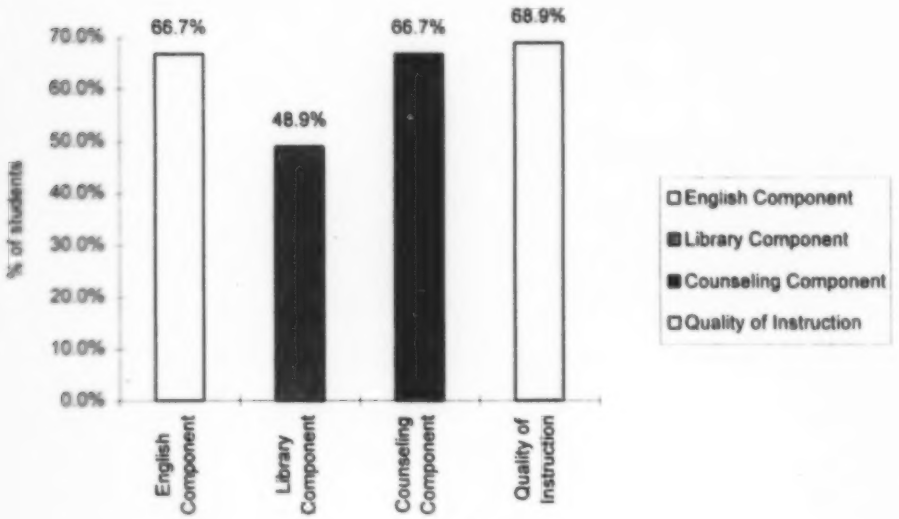
- Over 54% of the students surveyed for Student Health (470 total) and over 48% of the students surveyed for the Career Development Placement Center or CDPC (208 total) gave the overall treatment at each of the student services an excellent rating. Information for Admissions & Records and Financial Aid (from Program Review surveys administered in Fall 1994) are included for comparison.

- Most of the students surveyed for Student Health and CDPC felt the environment at each of the student services was comfortable for them (80.7% rated it as excellent or good for CDPC and 92.2% for Student Health). Information for Admissions & Records (510 respondents) and Financial Aid (594 respondents) from Program Review surveys administered in Fall 1994 are included for comparison.

- The vast majority of students surveyed would definitely recommend each of the student services to others (65% for CDPC and 86% for Student Health).

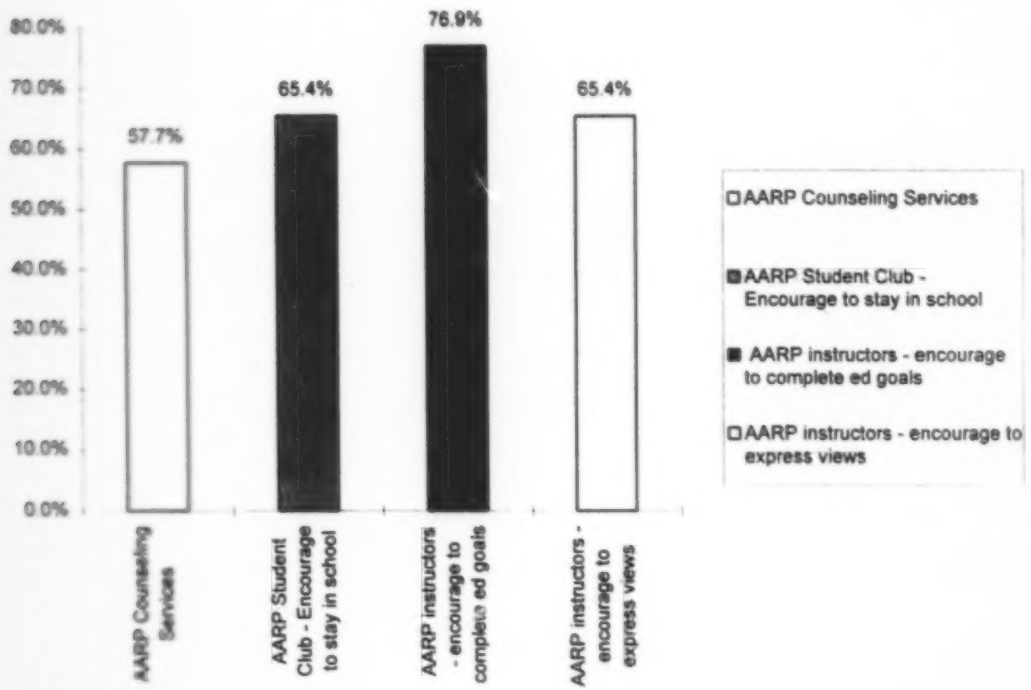
African American Achievement Program (AAAP)

Percentage of students responding with an 8 or Excellent



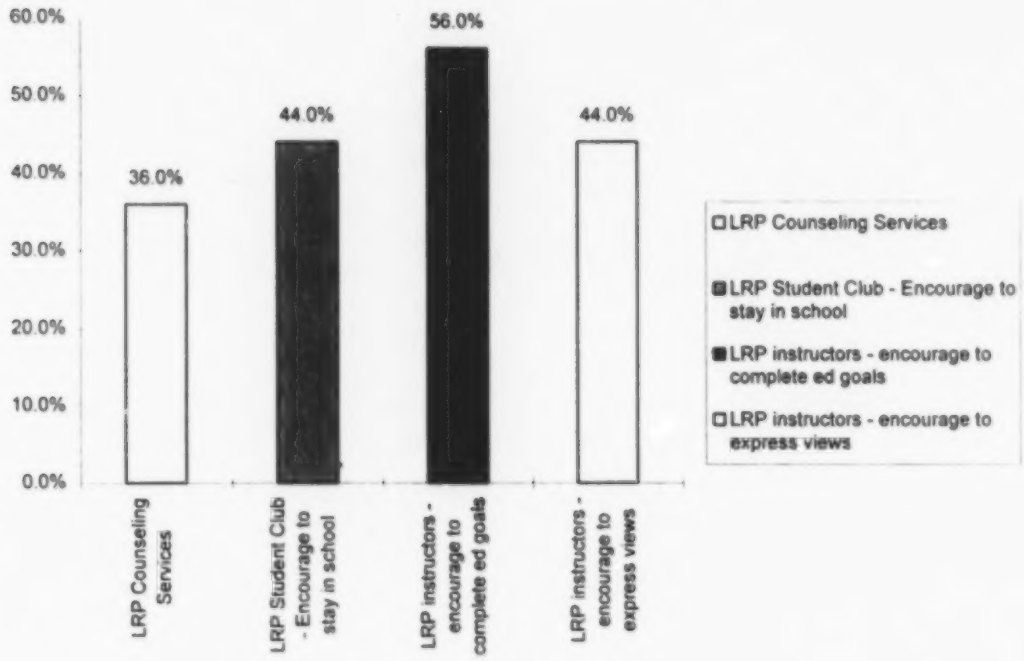
African American Retention Program (AARP)

Percentage of students responding with a 5 or Excellent



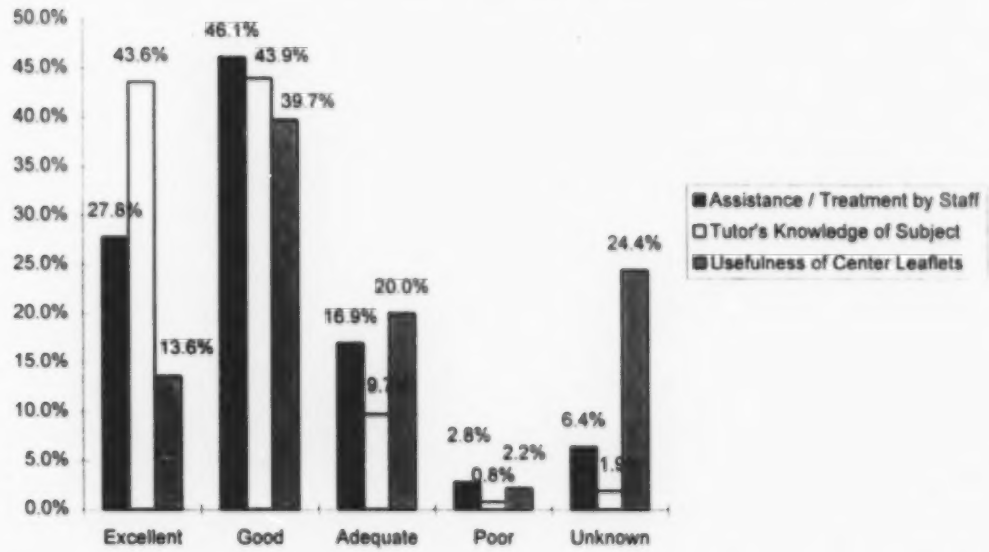
Latino Retention Program (LRP)

Percentage of students responding with a 5 or Excellent



Tutorial Center

Rate the following services from Excellent to Poor



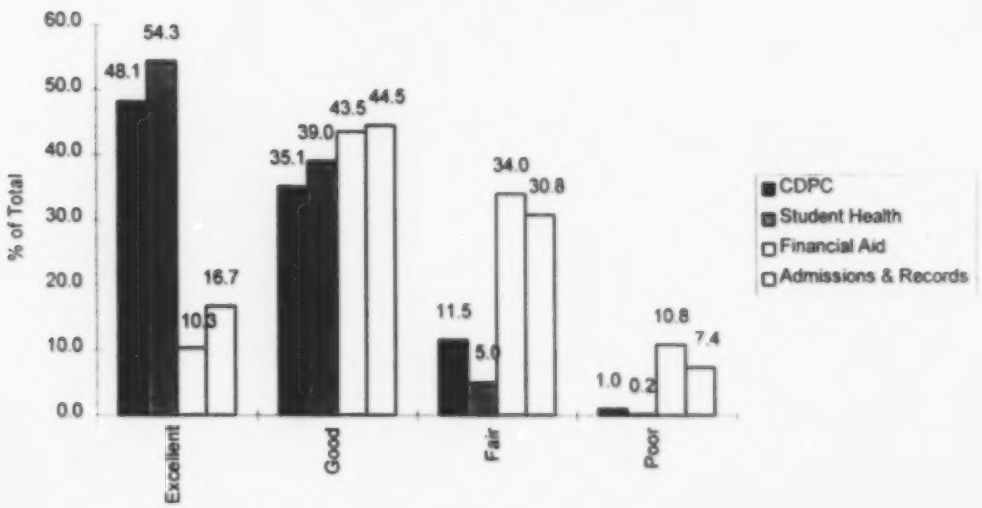
Tutorial Center

Percentage of students responding to the grades expected BEFORE and AFTER Tutoring

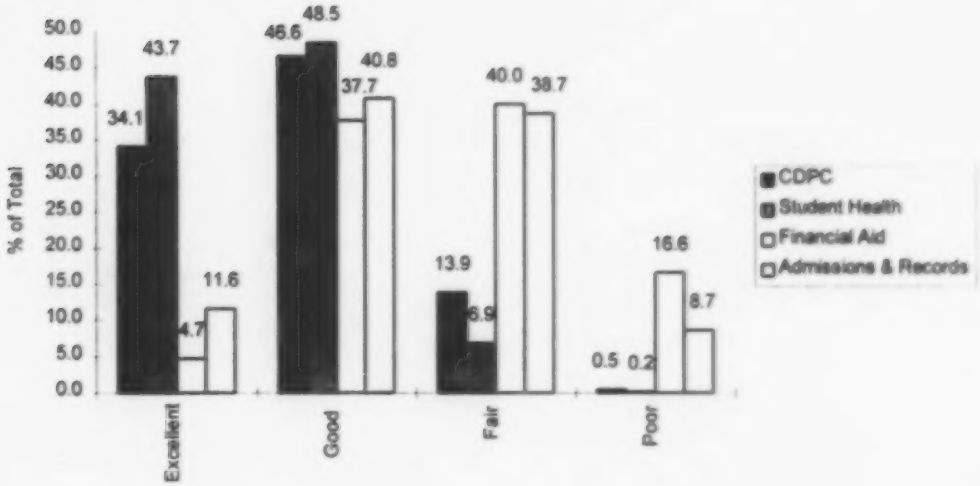
	A	B	C	D or F	Drop or Withdraw
Grade expected BEFORE tutoring	7.8%	29.2%	40.8%	15.3%	2.5%
Grade expected AFTER tutoring	35.0%	45.6%	11.7%	0.8%	0.3%

The following charts highlight survey results from Program Review student satisfaction surveys administered in previous years. Student satisfaction surveys have been administered as part of the Program Review process in the following programs / services: Admissions and Records; Career Development and Placement Center; Financial Aid; and Student Health.

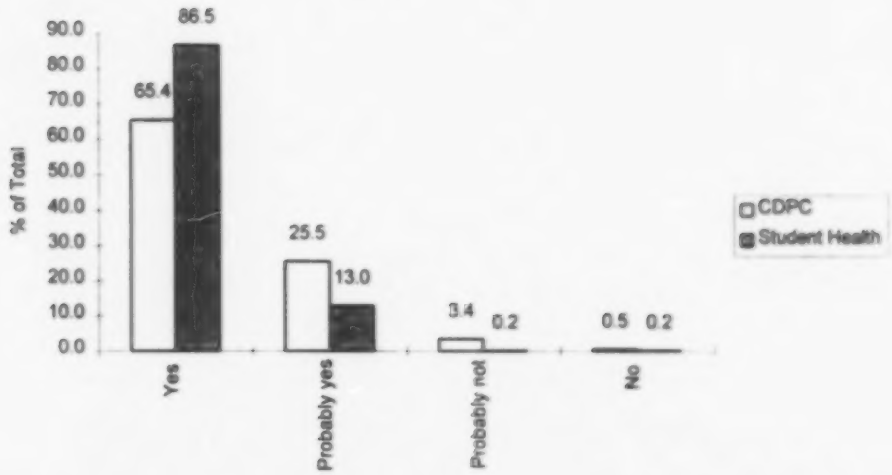
Overall, how were you treated?



How comfortable was the environment for you?



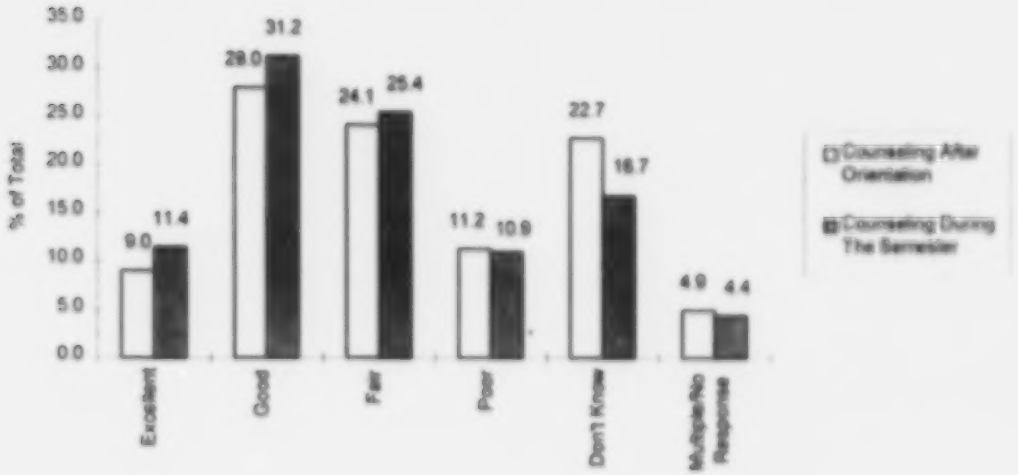
Would you recommend this service to others?



(This question was not asked on the Admissions & Records or Financial Aid surveys.)

The results shown below are from the Program Review surveys administered in General Counseling, the Transfer Center, Re-entry Program, International Student Counseling, and Athletics Counseling during the Fall 1994 semester. The results from each of the surveys has been aggregated to show an overall rating of the Counseling Department. Over 850 students responded to one or more of the surveys administered in the Counseling Department.

Rate Counseling Right After Orientation, and Rate Counseling During The Semester



5. FACILITIES

- Responses from the instructional student satisfaction survey show that students had low ratings for classroom facilities with the exception of students taking classes in Library / Learning Resources.

Rate the classroom facilities in this department
(1 = poor and 8 = excellent)

	1	2	3	4	5	6	7	8
Applied Science /Technology	4.2	2.6	2.3	6.4	18.3	17.4	21.9	27.0
Behavioral / Social Sciences	2.0	1.6	3.2	10.6	17.9	23.0	21.0	20.7
Business	0.7	1.0	4.0	8.7	20.1	27.1	19.1	19.4
Health / Physical Education	6.4	2.2	1.7	4.5	10.0	21.6	25.0	28.7
Liberal Arts	5.4	4.7	6.6	11.0	20.0	22.1	17.2	13.0
Library / Learning Resources	2.0	0.0	2.0	3.9	13.7	12.7	25.5	40.2
Sciences / Mathematics	2.1	3.8	5.6	7.1	18.9	26.9	21.5	14.1
Aggregate Total	**3.3%**	**2.7%**	**3.6%**	**7.5%**	**17.0%**	**21.5%**	**21.6%**	**23.3%**

CHAPTER FOUR

STAFF COMPOSITION

The composition of the staff (staff includes administrators, faculty and Classified staff) at City College should closely resemble that of the adult population within a 30-mile radius of the college. AB 1725 established a system-wide goal of thirty percent minority hires within the community college system.

The concept of the Full-time / Part-time ratio was initiated in law through AB1725 in 1988. It appears in Education Code section 87482.6 and in Title 5 section 51025. These regulations, however, do not require districts to achieve or maintain a given ratio of full-time to part-time faculty. An ***ideal*** ratio of 75 percent full-time was stated as a goal, but the requirement that districts must meet is stated in terms of a specific number of full-time faculty and ***not*** in terms of a ratio. These regulations only speak to full-time faculty teaching Credit classes. There is no regulation pertaining to the number of full-time faculty teaching Noncredit classes.

The State Chancellor's Office calls for two indicators in the area of staffing:

1. Staff Diversity
2. Number of Full-time to Part-time Faculty

1. STAFF DIVERSITY

The number and percentage of staff in each gender, ethnic and age group, the date of hire, and Equal Employment Opportunity (EEO-6) job category demonstrates staff composition that affects campus climate, particularly for underrepresented students, as well as a commitment to affirmative action.

The district's Affirmative Action and Staff Diversity Plan for 1994-1996 includes the Board of Trustee's Equal Employment Opportunity policy statement. The statement affirms that "the San Francisco Community College District provides equal employment opportunity in all areas of its employment practices. Personnel decisions at all levels of employment are made on the basis of job-related qualifications and without regard to factors of race, color, ethnic group identification, national origin, ancestry, gender, age, marital status, handicapped conditions, medical conditions, sexual orientation or status as a Vietnam-Era veteran." The district's Affirmative Action and Staff Diversity Plan for 1994-1996 is available in key offices throughout the district, in the library, and in the Office of Affirmative Action/Staff Development.

- The gender, ethnic and age distribution of City College's staff from Fall 1993 to Fall 1995 is highlighted in Table 1.1.
- Table 1.2. shows a comparison of City College's staff to the Bay Area population (30 mile radius) and to the CCSF student body (Fall 1995).
- Over 77% of the New Hires (First Year Contract) in Fall 1995 were White. White New Hires comprised 61.8% of the New Hires in Fall 1996. (Table / Graph 1.3.)
- Table 1.4. shows the gender and ethnicity of Part-time Hires, those hired from the department hiring pool and those chosen solely by a department chair, for Fall 1995 and Fall 1996.

1.1. Age, Gender & Ethnicity Distribution of CCSF Staff, Fall 93 - Fall 95 (Percentages)

	Administrators			Faculty*			Classified Staff		
Fall Terms	**1993**	**1994**	**1995**	**1993**	**1994**	**1995**	**1993**	**1994**	**1995**
Female	50.0%	45.2%	47.6%	50.7%	51.4%	51.4%	55.1%	55.8%	56.1%
Male	50.0%	54.8%	52.4%	49.3%	48.6%	48.6%	44.9%	44.2%	43.9%
African American	15.8%	16.7%	16.7%	8.8%	8.7%	9.2%	16.8%	16.0%	16.8%
Am. Indian/Alaskan	0.0%	0.0%	0.0%	1.3%	1.1%	1.0%	0.1%	0.5%	0.4%
Asian/Pacific Islander	23.7%	21.4%	23.8%	15.3%	15.4%	15.4%	31.1%	31.2%	30.2%
Filipino	5.3%	7.1%	4.8%	1.9%	2.0%	2.0%	10.8%	11.9%	11.3%
Hispanic/Latino	13.1%	11.9%	11.9%	8.0%	7.6%	7.6%	15.0%	15.1%	15.3%
Other		0.0%	0.0%		0.4%	3.2%		0.0%	0.5%
White	42.1%	42.9%	42.9%	64.7%	64.9%	61.5%	26.1%	25.3%	25.5%
Under 30	2.6%	2.6%	0.0%	1.5%	0.2%	0.9%	15.6%	9.1%	12.9%
30 - 39	10.5%	5.3%	4.8%	13.4%	9.0%	11.6%	26.3%	24.5%	24.6%
40 - 49	44.7%	31.6%	35.7%	37.3%	31.7%	32.4%	29.0%	31.7%	32.0%
50 - 59	39.5%	39.5%	40.5%	34.9%	38.9%	37.8%	19.1%	22.4%	19.7%
60 and older	2.6%	21.1%	19.0%	12.9%	20.2%	17.2%	9.9%	12.3%	10.9%
TOTAL (Number)	**38**	**42**	**42**	**1,632**	**1,634**	**1,690**	**748**	**763**	**838**

Source: MIS Staff Data, Fall 1993-Fall 1995.

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

1.2. Ethnic Distribution of CCSF Staff to Bay Area Population (30-Mile Radius), CCSF Students (Credit and Noncredit), Fall 1995

	Admin.	Faculty	Classified Staff	Bay Area Pop. (18 +)	CCSF (CR and NC)
African American	16.7%	9.2%	16.8%	10.6%	7.8%
Am. Indian / Alaskan	0.0%	1.0%	0.4%	0.4%	0.5%
Asian / Pacific Islander*	23.8%	15.4%	30.2%	15.4%	36.6%
Filipino*	4.8%	2.0%	11.3%		5.6%
Hispanic / Latino	11.9%	7.6%	15.3%	11.9%	17.5%
White	42.9%	61.5%	25.5%	61.4%	26.1%
Other / Unknown	0.0%	3.2%	0.5%	0.1%	6.0%

Source: MIS Staff Data, Fall 1995; CCC Chancellor's Office "Local Staff Availability Data" (1990 Census Data).

* Filipinos are included in the Asian/PI category in the Census data provided by the CCC State Chancellor's Office.

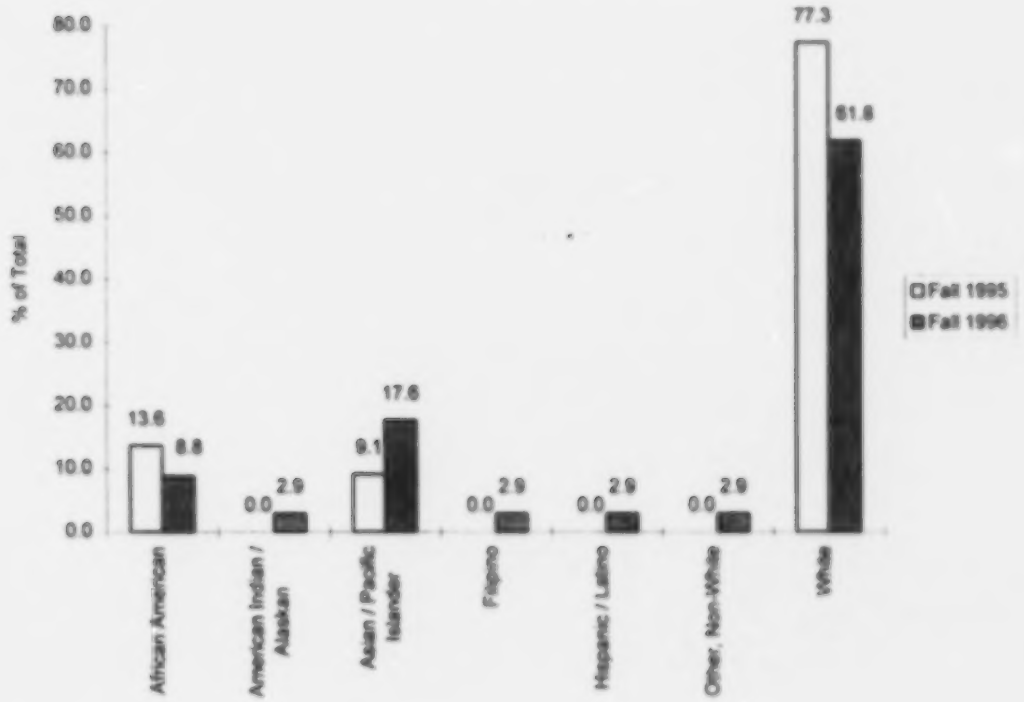
1.3. Gender and Ethnicity of New Hires (First Year Contract), Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	Number	Percent	Number	Percent
Female	13	59.1%	16	47.1%
Male	9	40.9%	18	52.9%
African American	3	13.6%	3	8.8%
American Indian / Alaskan	0	0.0%	1	2.9%
Asian / Pacific Islander	2	9.1%	6	17.6%
Filipino	0	0.0%	1	2.9%
Hispanic / Latino	0	0.0%	1	2.9%
Other, Non-White	0	0.0%	1	2.9%
White	17	77.3%	21	61.8%
TOTAL	**22**	**100%**	**34**	**100%**

Source: MIS Staff Data.

Note: The numbers represent the total positions filled as of the beginning of each Fall term.

Gender and Ethnicity of New Hires (First Year Contract), Fall 1995-Fall 1996



1.4. Gender and Ethnicity of Part-time Hires, Fall 1995 - Fall 1996

Part-time Hires *(hired from the department hiring pool)*	Fall 1995		Fall 1996	
	Number	Percent	Number	Percent
Female	15	62.5%	12	42.9%
Male	9	37.5%	16	57.1%
African American	4	16.7%	2	7.1%
American Indian / Alaskan	0	0.0%	0	0.0%
Asian / Pacific Islander	1	4.2%	1	3.6%
Filipino	0	0.0%	0	0.0%
Hispanic / Latino	2	8.3%	3	10.7%
Other Non-White / Unknown	3	12.5%	4	14.3%
White	14	58.3%	18	64.3%
TOTAL	**24**	**100%**	**28**	**100%**

Emergency Hires *(chosen solely by department chair/designee)*	Fall 1995 Number	Fall 1995 Percent	Fall 1996 Number	Fall 1996 Percent
Female	25	49.0%	23	57.5%
Male	26	51.0%	17	42.5%
African American	6	11.8%	5	12.5%
American Indian / Alaskan	0	0.0%	1	2.5%
Asian / Pacific Islander	4	7.8%	7	17.5%
Filipino	1	2.0%	1	2.5%
Hispanic / Latino	1	2.0%	1	2.5%
Other Non-White / Unknown	11	21.6%	2	5.0%
White	28	54.9%	23	57.5%
TOTAL	**51**	**100%**	**40**	**100%**

Source: MIS Staff Data, Fall 1995 - Fall 1996.

2. NUMBER OF FULL-TIME TO PART-TIME FACULTY

The number and percentage of faculty working full-time and part time provide a measure of instructional climate, stability and increased professionalism.

- Of the 1,690 faculty members employed during the Fall 1995 term, 720 were full-time and 970 were part-time. (Table 2.1.)
- City College's full-time to part-time ratio (Credit faculty only) is above the state-mandated floor. (Section 2.2.)

2.1. Full-time to Hourly Faculty (Credit and Noncredit), Fall 1995

	Full-time Faculty		Hourly Faculty	
	Number	%	Number	%
Female	390	54.2%	479	49.4%
Male	330	45.8%	491	50.6%
African American	68	9.4%	88	9.1%
American Indian / Native Alaskan	11	1.5%	6	0.6%
Asian / Pacific Islander	116	16.1%	145	14.9%
Filipino	16	2.2%	18	1.9%
Hispanic / Latino	64	8.9%	65	6.7%
White	438	60.8%	601	62.0%
Other	7	1.0%	47	4.8%
Under 30	2	0.3%	13	1.3%
30 - 39	50	6.9%	147	15.1%
40 - 49	207	28.8%	342	35.2%
50 - 59	335	46.5%	305	31.4%
60 and older	126	17.5%	165	17.0%
TOTAL	**720**		**970**	

Source: MIS Staff Data, Fall 1995.

Note: The figures reported for the age categories are slightly higher than those reported for gender and ethnicity. The age figures were calculated at the end of the Fall term while the gender and ethnicity figures were calculated at a mid-point in the Fall term.

2.2. 75/25: Full-time to Part-time Credit Faculty Ratio

The base year for the calculation of the district's full-time faculty obligation is 1988. The State Chancellor's Office calculated the Full-time Equivalent Faculty (FTE) for Fall 1988. In 1989 and 1990, the legislature provided Program Improvement money to Community College districts. Based on each districts full-time / part-time ratio in 1988 and 1989, the State Chancellor's Office determined what percentage of this Program Improvement money must be dedicated to hiring NEW full-time faculty. The number of full-time faculty was based on the appropriate percentage of Program Improvement money and the average cost of full-time faculty statewide. By September 30, 1991, districts had to meet this adjusted full-time Credit faculty FTE.

In subsequent years, this full-time faculty obligation is required to be adjusted based on a percentage of growth money added to the state budget. However, since 1991 the financial condition of the State of California has not only been below average, but has provided the worst financial period in the history of community colleges. In fact, deficits have occurred which total over $100 million. This financial condition has in fact reduced each district's full-time faculty obligation, rather the opposite of what was anticipated in AB1725. The full-time to part-time ratio for Credit faculty is calculated at the college level only, not at the department or program level.

- The Full-time to Part-time Credit faculty ratio for Fall 1996 is 69.5%

The Full-time Credit Faculty Obligation for City College is summarized below:

	Base Year FTE 1988	Program Improvement Increase in FTE 1989	1990	Full-time Faculty - Credit FTE 1992*	1993	1994	1995	1996
		33.3%	40%					
Obligation	374.6	+19	+22	----	397.0	396.6	386.4	370.0
Actual				----	418.5	436.6	444.5	406.4

Source: CCSF Human Resources Office.

* There was no State reporting on the Full-time / Part-time ratio in 1992.

CHAPTER FIVE

FISCAL CONDITION

The fiscal condition of the college includes the capacity of the institution to meet all of its current and future obligations as well as any unexpected financial problems caused by either an internal or external condition. The State requires reporting on a minimum of two indicators:

1. Community College Funding
2. Fiscal Stability

1. COMMUNITY COLLEGE FUNDING

The overall level of funding adjusted for inflation from federal, state, and local sources provides a measure of the support and commitment of government to the community college.

- Table 1.1. shows the 1996-97 General Fund Revenues: Restricted, Child Development and Financial Aid from the Recommended Budget. (**Note**: The data presented in Tables 1.1. and 1.2. reflect a new reporting format implemented with the 1996-97 budget.)

- Detailed Federal, Foundation & Private funding sources for 1996-97 are shown in Table 1.2.

- Table 1.3. shows the General Fund Revenues: Restricted and Grants for 1993-94 through 1994-95.

- The total General Fund: Unrestricted revenues and expenditures for the 1993-94 through 1994-95 fiscal years are highlighted in Table 1.4.

- City College maintained a 3.7% reserve during the 1995-96 fiscal year. (Table 1.5.)

- Table 1.6. shows that in 1995-96, City College spent more than the State's 50% requirement on "direct expenses of education" (54.16%).

- The College's Base/COLA/Growth Funds (State award vs. actual amount received) for the past four years is presented in Table 1.7.

1.1. 1996-97 Fund Revenues: Restricted General Fund, Child Development, and Financial Aid (Recommended Budget)

Program Source	Restricted General Fund	Child Development	Financial Aid Fund
FEDERAL SOURCE			
U.S. Department of Agriculture	$	$ 144,144	$
U.S. Department of Defense	119,474		
U.S. Department of Labor	128,938		
U.S. Department of Education	3,280,832		4,974,586
U.S. Dept. of Health & Human Services		43,947	
U.S. Dept. of Housing&Urban Development	128,103		
Federal Emergency Management Agency	55,358		
National Science Foundation	44,083		
National Service Center	911		
Small Business Administration	245,829		
TOTAL FEDERAL SOURCE	**$4,003,528**	**$188,091**	**$4,974,586**
STATE SOURCE			
CA Department of Education	36,791	976,402	
CA Community College Chancellor's Office	3,420,997		
Economic Development	320,075		
CA Department of Rehabilitation	55,400		
CA Department of Social Services	49,000		
CA Student Aid Commission			363,270
TOTAL STATE SOURCE	**$3,882,263**	**$976,402**	**$363,270**
LOCAL SOURCE			
Fees and Services	2,446,181		
Foundation & Private	118,547		
Transfer In (Matching)			78,163
TOTAL LOCAL SOURCE	**$2,564,728**		**$78,163**
CONTRACT EDUCATION PROGRAM	**767,223**		
TOTAL FUND SUMMARY	**$11,217,742**	**$1,164,493**	**$5,416,019**

Source: CCSF Business Office (1996-97 Recommended Budget, 8/29/96).

1.2. Detailed Federal, Foundations & Private Sources: 1996-97 Recommended Budget

	Restricted General	Child Develop.	Financial Aid
FEDERAL SOURCE			
U.S. Department of Agriculture	$	$ 144,144	$
Child Care Food Program			
U.S. Department of Defense	**119,474**		
Military Base Reuse Studies			
U.S. Department of Labor	**128,938**		
Employment Services & Job Training Pilot/Demo Pr.	9,895		
Job Training Partnership Act	119,043		
U.S. Department of Education	**3,280,832**		**4,974,586**
ABE/ESL/Citizenship - State & basic grant program	845,490		
Supplemental educational opportunity grant			678,373
Title III Strengthening Institutions	228,705		
Federal work-study program	514,058		
Perkins loan program			119,832
Student support services	252,500		
Vocational education-basic grant to states	1,004,424		
Vocational education-consumer and homemaking ed	234,970		
Pell grant program			4,176,381
Fund for Improvement of Postsecondary Education	26,680		
Eisenhower Math & Science Education State Grant	94,673		
Vocational education - tech prep	71,590		
Child Care Violence & Counseling	7,742		
U.S. Dept. of Health & Human Services		**43,947**	
Title IV-A "At Risk" Child Care			
U.S. Dept. of Housing & Urban Development	**128,103**		
Mayor's Office CBDG-Garment 2000			
Federal Emergency Management Agency	**55,358**		
Earthquake Repair Program			
National Science Foundation	**44,083**		
NMR Transform Org Chemistry			
National Service Center	**911**		
City Service Learning			
Small Business Administration	**245,829**		
CTCA/Small Business Development Center			
LOCAL SOURCE: Foundation & Private (Total)	**118,547**		
Levi Foundation	48,368		
Miranda Lux Foundation	10,587		
Walter S. Johnson Foundation	9,233		
Haas Fund	38,747		
Various Private Contributions	11,612		

1.3. General Fund Revenues: Restricted and Grants*

	1993-94	1994-95	1995-96
Child Development Fund:			
Federal	42,645	193,246	
State	918,293	955,737	
State Pass-Thru	12,500	10,000	
Federal:			
US Department of Education			3,214,841
US Department of Labor			369,182
Small Business Administration			128,333
Other			131,696
JTPA Funds	458,686	279,036	
Federal Direct Grants (Competitive)	328,705	256,368	
Federal Pass-Thru	379,181	595,404	
VATEA Basic Grant	819,163	1,394,194	
VATEA Special Projects	233,086	570,933	
State:			
Extended Opportunity Program (EOPS)	1,132,122	1,130,571	1,171,303
Disabled Student Prog & Services (DSPS)	516,941	541,997	656,380
Economic Development			541,222
Matriculation	929,905	915,893	947,609
AB1725 Programs	244,241	186,105	252,729
Gain Project			114,098
Instructional Equipment	0	842,220**	484,877
Other			461,154
Apprenticeship	307,894	279,772	
Board of Financial Aid Program	83,956	111,181	
Local:			
Contract Education	316,488	332,615	497,798
Private & Foundations			196,204
Fees and Services	1,749,714	1,935,301	1,852,677
Other:			
Competitive Grants	184,636	537,956	
State Pass-Thru Local (GAIN & GATES)	175,977	190,000	
Foundation Grants	240,435	248,986	
TOTAL: RESTRICTED AND GRANTS	**$9,074,568**	**$11,507,515**	**$11,020,103**

Source: CCSF Business Office.

* Some reporting categories were revised and/or consolidated during the 1995-96 academic year.

** Instructional equipment replacement was a one-time only revenue for 1994-95.

1.4. General Fund: Unrestricted

	1993-94	1994-95	1995-96
Beginning Balance	2,441,867	5,920,669	5,247,529
Prior Year Recoveries	241,662		723,364
REVENUES			
District General Revenues (Total):	**83,754,371**	**84,660,698**	**89,809,751**
State - General Apportionment		50,333,149	53,444,698
Local - Property Taxes		30,127,017	28,591,264
Student Charges - Enrollment Fee (98%)		4,515,152	4,553,496
Other Revenues (Total):	**16,215,716**	**16,489,499**	**17,753,367**
Federal - Grants Admin Allowance	85,724	112,811	18,490
State - Lottery, Basic Skills, GAIN, All Others	6,363,223	4,657,695	5,345,261
Local - Sales Tax (Proposition A, 1st & 2nd Election)	6,773,362	8,097,361	8,078,987
Local - Other	611,221	1,032,267	990,429
Student Charges - Non-Resident Tuition, Enroll. (2%)	2,032,186	2,495,130	3,210,772
Transfer From Capital Outlay Fund	350,000	94,235	109,428
TOTAL RESOURCES:			
(Balance + Recoveries + Revenues)	**102,653,616**	**107,070,866**	**113,534,011**
TOTAL EXPENDITURES	**95,871,994**	**99,744,565**	**109,783,154**
Excess Of Resources Over Expenditures		7,326,301	3,750,857
(Increase)/Decrease in Reserves	251,283	(1,678,772)	1,414,448
Transfer To Special Reserve	(3,500,000)	(400,000)	(216,626)
ENDING BALANCE, UNRESERVED	**$3,532,905**	**$5,247,529**	**$4,948,679**

Source: CCSF Business Office.

1.5. Maintenance of a Five Percent Reserve

The State Chancellor's Office interpretation of State Regulations directs community college districts to maintain a reserve equal to five percent of general fund expenditures.

RESERVE	1993-94	1994-95	1995-96
Start of Year	$3,500,000	$4,000,000	$4,000,000
End of Year	$3,500,000	$4,000,000	$4,000,000
Reserve %	**3.7%**	**3.9%**	**3.7%**

Source: CCSF Business Office.

1.6. Maintenance of the State's Fifty Percent Law

Section 84362 of the State Education Code requires that the salaries and benefits of classroom instructors and instructional aides, comprise no less than 50% of a community college district's spending for education.

	1992-93	1993-94	1994-95	1995-96
SF Community College District	53.46%	53.61%	54.20%	54.16%
Statewide Average	52.76%	52.56%	52.63%	52.30%

Source: CCSF Business Office.

1.7. Accuracy of the college's Base/COLA/Growth Funds as measured by State award vs. actual amount received

Approximately eighty five per cent of the district's unrestricted general fund is commonly referred to as "state funds". These funds are composed of three primary elements, base funds, growth funds, and COLA. Unlike K-12 districts, community colleges are not protected from shortfalls in the revenue sources that supply "state funds". Consequently, community colleges do not necessarily receive all of the funds which they are entitled.

	1992-93	1993-94	1994-95	1995-96
Base Funds:				
Amount Awarded	$86,816,617	$86,816,617	$86,280,568	$86,280,466
Amount Received	$84,752,525	$83,760,555	$83,260,748	$86,049,074
% Received	97.6%	96.5%	96.5%	99.7%
COLA Funds:				
Amount Awarded	$0	$0	$0	$2,506,227
Amount Received	$0	$0	$0	$2,506,277
% Received				100%
Growth Funds:				
Amount Awarded	$525,832	$0	$0	$714,066
Amount Received	$513,212	$0	$0	$714,066
% Received	97.6%			100%

Source: CCSF Business Office.

1.8. Utilization rates of campus buildings vs. collegewide average

Information for this measure is currently being collected.

2. FISCAL STABILITY

Districts have a fiduciary trust in handling public money. The way in which money is handled has a long term effect on the health of the district and the quality of services that can be delivered to students.

2.1. Community College Districts by Level of Reserves (Note: This is a New Ranking System effective the 1994-95 Fiscal Year)

- Currently, the San Francisco Community College District in the "No Follow-Up Required" category.

Districts Ranked in Priority Groups for the 1994-95 Fiscal Year

Quarter	Priority 1	Priority 2		Priority 3	
		#	%	#	%
1	None	3	4%	18	25%
2	None	5	7%	17	24%
3	None	5	7%	19	27%
4	None	1	1%	15	21%

Source: State Chancellor's Office Fiscal Accountability Unit.

Definitions

Priority 1: Any district needing immediate corrective action and intervention by the Chancellor's Office to avoid or minimize the need for emergency apportionment.

Priority 2: Any district with an ending balance below 3% of General Fund expenditures, and with significant fiscal problems. The district needs to take corrective action within six to 18 months to avoid needing emergency apportionments.

Priority 3: Any district with an ending balance below 5% of General Fund expenditures, and with significant fiscal problems. The district needs to take significant action within 18 to 36 months to avoid needing emergency apportionments.

No Follow-Up Required: Any district with no significant fiscal problems.

2.2. High, Medium and Low Risk Districts (Ranking System prior to the 1994-95 Fiscal Year)

- City College moved from the Medium Risk category to the Low Risk category during the 1993-94 fiscal year.

	1991-1992		1992-1993		1993-1994	
	#	%	#	%	#	%
High Risk	0	0.0%	0	0.0%	0	0.0%
Medium Risk	2	1.8%	2	1.8%	4	3.7%
Low Risk	11	10.2%	12	11.2%	17	15.9%

Source: State Chancellor's Office, Fiscal & Program Standards Accountability Unit.

Definitions

High Risk: The district will need to take immediate action in order to avoid default.

Medium Risk: The district could face default within the next six to eighteen months if action is not taken.

Low Risk: The district could face default within the next eighteen months to three years if no action is taken.

CHAPTER SIX

LOCAL INDICATORS

Colleges are expected to develop indicators for a local accountability system which are relevant for the college's decision making. Local indicators should strengthen the connection between external accountability reporting and college improvement activities by linking community college systemwide goals to the college's programs and activities for achieving those goals.

The draft CCSF Strategic Plan identifies several accountability indicators which are not part of the State Chancellor's Office external reporting system. These accountability indicators will be included in next year's Planning Atlas.

APPENDICES

A. Enrollment By Zip Code / Service Area
B. Location of CCSF campuses in San Francisco

APPENDIX A
Enrollment By Zip Code / Service Area

Fall 1996

Total District Enrollment	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	833	2.6%	1606	4.7%
94103 SOMA - West	611	1.9%	1163	3.4%
94107 Potrero	384	1.2%	470	1.4%
94108 Chinatown	462	1.5%	1033	3.0%
94109 Civic Center	1573	5.0%	2747	8.0%
94110 Mission	2562	8.1%	4542	13.3%
94112 Ingleside	3468	11.0%	2817	8.2%
94114 Twin Peaks	1068	3.4%	503	1.5%
94115 Western Addition	857	2.7%	1150	3.4%
94116 Parkside	1738	5.5%	1518	4.4%
94117 Haight / Ashbury	1593	5.1%	1313	3.8%
94118 Richmond	1300	4.1%	1657	4.8%
94121 Outer Richmond	1696	5.4%	2033	5.9%
94122 Sunset	2423	7.7%	2068	6.1%
94123 Marina	314	1.0%	329	1.0%
94124 Bayview	877	2.8%	1269	3.7%
94127 Mt. Davidson	577	1.8%	324	0.9%
94131 Diamond Heights	891	2.8%	582	1.7%
94132 Stonestown	885	2.8%	639	1.9%
94133 North Beach	778	2.5%	2216	6.5%
94134 Visitation	1398	4.4%	1523	4.5%
941xx Other San Francisco	378	1.2%	399	1.2%
Total San Francisco	**26,666**	**84.7%**	**31,901**	**93.3%**
94014 Colma/San Bruno (San Mateo)	872	2.8%	470	1.4%
94015 Daly City (San Mateo)	947	3.0%	380	1.1%
94080 South SF (San Mateo)	317	1.0%	129	0.4%
940xx San Mateo	703	2.2%	331	1.0%
944xx San Mateo	104	0.3%	57	0.2%
945xx Alameda	521	1.7%	353	1.0%
946xx Alameda	483	1.5%	183	0.5%
947xx Alameda	179	0.6%	45	0.1%
948xx Contra Costa	152	0.5%	92	0.3%
949xx Marin	176	0.6%	144	0.4%
xxxxx Undeclared / Other Zip	361	1.1%	93	0.3%
Total Outside San Francisco	**4,815**	**15.3%**	**2,277**	**6.7%**
TOTAL ALL ZIP CODES	***31,481***	***100.0%***	***34,178***	***100.0%***

Source: ZIPDST Report, Fall 1996.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1995

Total District Enrollment	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	780	2.6%	1667	4.5%
94103 SOMA - West	596	2.0%	1557	4.2%
94107 Potrero	358	1.2%	480	1.3%
94108 Chinatown	406	1.3%	1038	2.8%
94109 Civic Center	1439	4.8%	2871	7.8%
94110 Mission	2414	8.0%	5079	13.7%
94112 Ingleside	3260	10.8%	2998	8.1%
94114 Twin Peaks	918	3.1%	608	1.6%
94115 Western Addition	854	2.8%	1152	3.1%
94116 Parkside	1606	5.3%	1548	4.2%
94117 Haight / Ashbury	1442	4.8%	1622	4.4%
94118 Richmond	1306	4.3%	1763	4.8%
94121 Outer Richmond	1596	5.3%	2187	5.9%
94122 Sunset	2312	7.7%	2221	6.0%
94123 Marina	307	1.0%	335	0.9%
94124 Bayview	886	2.9%	1421	3.8%
94127 Mt. Davidson	555	1.8%	327	0.9%
94131 Diamond Heights	806	2.7%	579	1.6%
94132 Stonestown	916	3.0%	716	1.9%
94133 North Beach	753	2.5%	2335	6.3%
94134 Visitation	1317	4.4%	1564	4.2%
941xx Other San Francisco	368	1.2%	402	1.1%
Total San Francisco	**25,195**	**83.7%**	**34,470**	**93.1%**
94014 Colma/San Bruno (San Mateo)	933	3.1%	514	1.4%
94015 Daly City (San Mateo)	945	3.1%	409	1.1%
94080 South SF (San Mateo)	307	1.0%	142	0.4%
940xx San Mateo	686	2.3%	351	0.9%
944xx San Mateo	99	0.3%	74	0.2%
945xx Alameda	593	2.0%	351	0.9%
946xx Alameda	493	1.6%	245	0.7%
947xx Alameda	154	0.5%	67	0.2%
948xx Contra Costa	166	0.6%	94	0.3%
949xx Marin	196	0.7%	167	0.5%
xxxxx Undeclared / Other Zip	330	1.1%	149	0.4%
Total Outside San Francisco	**4,902**	**16.3%**	**2,563**	**6.9%**
TOTAL ALL ZIP CODES	***30,097***	***100.0%***	***37,033***	***100.0%***

Source: ZIPDST Report, Fall 1995.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

City College of San Francisco
Service Area Population (Persons 18 years and older)

	San Francisco	San Mateo *			Alameda*			TOTAL
		Daly City	San Bruno	So. San Fran.	Alameda	Berkeley	Oakland	
GENDER								
Female	50.2%	52.2%	49.4%	51.7%	46.8%	50.6%	52.8%	**50.8%**
Male	49.8%	47.8%	50.6%	48.3%	53.2%	49.4%	47.2%	**49.2%**
ETHNICITY								
African American	9.7%	7.4%	4.3%	3.6%	6.1%	16.9%	40.8%	**17.0%**
American Indian / Native Alaskan*	0.5%	0.5%	1.0%	0.9%	0.7%	0.6%	0.6%	**0.5%**
Asian / Pacific Islander	27.1%	41.6%	16.4%	22.9%	17.3%	15.3%	13.8%	**23.0%**
Hispanic	12.5%	20.3%	16.6%	24.4%	8.0%	7.8%	12.2%	**12.8%**
White, Not of Hispanic Origin	50.2%	30.2%	61.7%	48.1%	67.9%	59.4%	32.6%	**46.7%**
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: U.S. Census Data, 1990 Population (San Francisco, CA PMSA; Oakland, CA PMSA)

1. Data is provided for Census Tracts (i.e. specific cities within the counties listed) in the City College of San Francisco Service Area only. The Service Area is defined by the residential zip code of students enrolled at City College of San Francisco.

2. Total population numbers for American Indian / Native Alaskan are provided for the Service Area cities in San Mateo County (18 and older population figures were not available).

APPENDIX B
Location of CCSF campuses in San Francisco

PRINCIPAL LOCATIONS:

A Phelan Campus
50 Phelan Avenue, SF 94112
239-3000

B Alemany Campus
750 Eddy Street, SF 94109
561-1875

C Chinatown/North Beach Campus
940 Filbert Street, SF 94133
561-1850

D Downtown Campus
800 Mission Street, SF 94103
267-6500

E Evans Campus
1400 Evans Avenue, SF 94124
550-4440

F Fort Mason Center
Building B
Laguna St. & Marina Blvd, SF 94123
561-1840

G John Adams Campus
1860 Hayes Street, SF 94117
561-1900

H Mission Campus
106 Bartlett Street, SF 94110
550-4384

I Southeast Campus
1800 Oakdale Avenue, SF 94124
550-4300

J Administrative Offices
33 Gough Street, SF 94103
241-2221

K Castro-Valencia Campus
450 Church Street, SF 94114
239-3127 days, 241-2377 evenings

L Airport Site
San Francisco International Airport
Building 928, SF 94128-3928
239-3901

BEST COPY AVAILABLE